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ABSTRACT

Aimed at teaching young men some of the skills they will need in "home management" whether they live as bachelors or husbands, the course is intended for use at the junior high or senior high grade level. The curriculum guide is offered as a planning and teaching aid. Supporting concepts, objectives, and student performance objectives are stated for each unit, and the material is presented in outline form and organized according to content and generalizations, teaching strategies, learning, evaluating experiences, and corresponding resources. Some of the topics treated in the course are: social development, family, career development, clothing selection, nutrition, management for food preparation, child development, the role of the consumer, banking, credit, financial security, and the responsibilities of and factors influencing home selection and management. Suggested resource materials are varied and conveniently correlated to the topic being taught. Classroom materials include games, self-evaluation checklists, overhead transparencies, case studies, sample tests and forms, puzzles, and a play script. A list of books, booklets and pamphlets, case studies, charts, films, filmstrips, kits, periodicals, posters, slides, teaching guides and units, and transparency masters is offered. A list of publishers addresses concludes the guide. (MW)

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BACHELOR LIVING CURRICULUM GUIDE

for

CONSUMER AND HOMEMAKING EDUCATION

Developed by

Mrs. Agnes Durbin and Mrs. Rosemary Sutton

Under the direction of

Mrs. Joyce Cotton Threlkeld

1974

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EDUCATION & WELFARE
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FOREWORD

This guide was developed to be used as a resource guide in planning and teaching a home economics course for young men at either the junior high or senior high level.

The purpose of a bachelor living course is to teach young men some of the skills they will need in "home management" whether they live as a bachelor or a husband.

It is important to plan carefully for introducing this class into the curriculum. If such a class fails, it will be difficult to initiate another class for some time.

The following are some thoughts which may aid a teacher in planning for a bachelor living class:

1. Young men in our society today are not necessarily uncomfortable assuming homemaking responsibilities. Their generation has become accustomed to working mothers and responsibilities shared by all family members. They can enjoy and take pride in homemaking activities quite naturally.

2. Boys like action; they like to be involved in activities and are curious about the "why" of what they are doing. The scientific approach appeals to boys.

3. While some boys may be boisterous, these same boys work diligently when they are interested and encouraged.

4. Boys of the same age and/or grade level will vary greatly in maturity and ability to work independently on projects.

The guide was edited by Pat Schrader, Editor, Curriculum Development Center, University of Kentucky.

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BACHELOR LIVING COURSE
CONCEPTUAL OUTLINE

I. Youth Now--Adult Later

A. Personality Development

B. Grooming

C. Social Development

1. Social Etiquette
2. Dating
3. Responsible Sex Behavior

D. Family

1. Changing Male Role
2. Success in Marriage

a. Mature Mate Selection
b. Marriage Adjustments

E. Successful Living as a Single Person

F. Career Development

1. Planning for a Career
2. Securing a Job

a. Sources of Available Jobs
b. Job Application
c. Job Interview

3. Job Success

II. Man's Eye View of Clothing

A. Social and Psychological Aspects of Clothing Selection

B. Factors to Consider in Individual Clothing Selection

1. Elements of Design

a. Color
b. Line
c. Fabric Design and Texture

2. Principles of Design

a. Balance
b. Proportion
c. Rhythm
d. Emphasis
e. Harmony

C. Factors to Consider in the Purchase of Clothing

1. Clothing Needs
2. Fashion Versus Fads
3. Quality in Construction
4. Labels
5. Cost Comparison

D. Care of Clothing

E. Basic Clothing Construction Techniques

III. Men, Man the Food

A. Selecting Nutritious Foods

1. Basic Four Food Groups
2. Essential Nutrients
3. Snacks

B. Food Service

1. Table Setting
2. Table Service
3. Table Manners

C. Management For Food Preparation

1. Work Habits

a. Use of Utensils and Equipment
b. Safety
c. Sanitary Practices
d. Working Together in Groups

2. Utilization of Resources

a. Time
b. Energy
c. Money
d. Materials

3. Interpreting a Recipe

a. Comprehending a Recipe
b. Cooking Terms Abbreviations and Equivalents
c. Measuring Accurately

4. Principles of Preparing Simple Foods

a. Beverages
b. Fruits and Vegetables
c. Protein Foods
d. Breads and Cereals
e. Desserts

5. Planning a Simple Meal Using Convenience Foods

a. Meal Planning
b. Convenience Foods

D. Dining Out

IV. Understanding and Enjoying Wee Folk

A. Opportunities For Men In The Care of Small Children

1. Local Opportunities For Men In the Care of Children
2. Future Career Choices For Men In Child Care and Development

B. Growth Patterns of Small Children

1. Growth Patterns Used As A Guidance Tool
2. Uniqueness of Each Child in His Growth Patterns
3. Similarity of Growth Characteristics

C. Development of The Child Through Routine Care

1. Importance of Self Help
2. Guiding Children Through Routine Care

D. Plan In A Child's Life

1. Value of Play
2. Play and Play Materials
3. Guiding Children Through Play Experiences

E. Babysitting as a Means of Learning About Small Children

1. Qualification of A Good Babysitter
2. Securing a Babysitting Job
3. Responsibilities of Employers and Babysitters

V. Making and Managing Your "Bread"

A. Role of the Consumer

1. Influence of The Consumer
2. Consumer Rights and Responsibilities
3. Consumer Information and Management Skills

B. Income

1. Sources of Income
2. Reasons for Planning the Use of Income
3. Factors Affecting How a Teenager Uses His Income
4. Managing Personal Income

C. Banking

1. Services Provided by Banks

a. Checking Accounts
b. Savings Accounts
c. Loans
d. Safety Deposit Boxes
e. Bank Card Services
f. Certified Checks
g. Cashier's Checks
h. Traveler's Checks
i. Financial Counseling

2. Using Banking Services

a. Opening An Account
b. Making A Deposit
c. Writing A Check
d. Balancing A Checking Account

D. The Use of Credit

1. Type of Credit
2. Source of Credit
3. Wise Use of Credit

a. Credit Qualification
b. Over Extended Credit
c. Factors Affecting Credit Costs
d. Responsibility of the Consumer
e. Responsibility of the Lender
f. Credit Contract

E. Buying An Automobile Using Credit

1. Selection of an Automobile
2. Cost of Owning and Operating an Automobile
3. Sources of Automobile Purchases

F. Financial Security

1. Insurance

a. Life
b. Health
c. Auto
d. Property

2. Social Insurance

a. Social Security
b. Medicare/Medicaid
c. Workmen's Compensation

3. Taxes

4. Estate and Will Planning

5. Investments

VI. A Man's Castle

A. Factors Influencing The Selection Of A Home

1. Family

a. Stages In the Family Life Cycle
b. Life Style
c. Needs
d. Values

2. Types of Housing

a. Choosing Housing
b. Characteristics of Housing
c. Storage
d. Homes of the Future

3. Housing Layout

a. Areas
b. Traffic Patterns

4. Physical Construction of A Home

   a. Structural Condition
   b. Building Materials
   c. Heating and Cooling
   d. Electrical Wiring

5. Economic Factors

   a. Cost of Housing
   b. Percentage of Income Spent on Housing
   c. Renting Versus Buying

B. Male Role and Responsibilities in the Home

1. Safety

2. Maintenance

   a. Simple Household Repairs
   b. Seasonal Household Repairs
   c. Daily Routines
   d. Cleaning Products
   e. Household Equipment

3. Selecting Furniture for the Home

   a. Furniture Styles
   b. Furniture Quality
   c. Fabrics for Furniture
   d. Purchasing Furniture

MAJOR CONCEPT I: Youth Now--Adult Later

SUPPORTING CONCEPTS:

A. Personality Development

B. Grooming

C. Social Development

D. Family Life

E. Successful Living As A Single Person

F. Career Development

UNIT OBJECTIVE: The student will analyze the factors which contribute to successful adult living.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Appraise his personality and its influence on the way others feel toward him.

B. Describe the importance of good grooming to the individual's personal appearance and the effect of one's personal appearance on others.

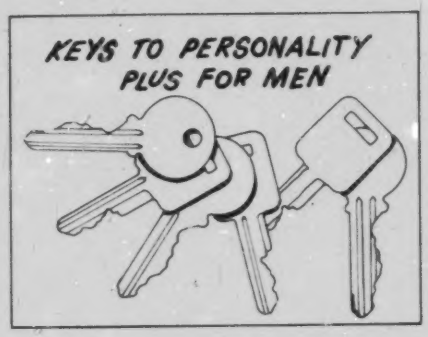
C. Describe rules of social etiquette, desirable dating characteristics, and responsible sexual behavior.

D. Summarize appropriate attitudes and skills for successful family living in today's society.

E. Develop personal guidelines for becoming a happy and useful single adult.

F. Explore personal abilities and interests in various careers, how to obtain a job, and factors which contribute to job success.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Personality Development	Note to teacher: As an interest approach, prepare a bulletin board entitled "Keys to Personality Plus For Men" which contains seven large keys.	Bulletin Board Suggestion: 
1. Personality is a composite of personal characteristics that make each person unique.	Read references and formulate an individual definition of personality. Compare individual definitions and choose the best definition.	Dictionary Books: No. 46, Teen Guide to Homemaking, 3rd ed., p. 52. No. 4, Call Me Mister, pp. 196-203. No. 47, Thresholds to Adult Living, Ch. 2.

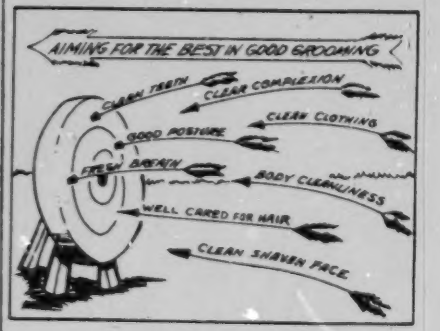
	Brainstorm desirable personality traits and list them on the chalkboard.	
	Define and discuss the meaning of each personality trait listed.	
	Note to teacher: Ask the students to choose the seven personality traits which they feel are most important to forming a good personality and label the seven keys on the bulletin board with these traits.	
2. Each individual projects himself to others differently because of his unique personality.	View a filmstrip which depicts how one's unique personality is projected to others.	Filmstrip No. 70, "Your Personality--The You Others Know."
3. With an insight into desirable and undesirable personality traits a person is able to recognize traits that may offend others and stand in the way of friendships.	Recall personality traits that are undesirable.	
	Circle all personality traits in the puzzle found in the Appendix.	Appendix I-A, "Personality Traits Puzzle," pp. 211-212.
	Differentiate between the desirable and undesirable personality traits found in the puzzle, and list them in the appropriate columns.	
	Define the words found in the personality puzzle.	
	Work a crossword puzzle from the above definitions.	Appendix I-B, "Personality Crossword Puzzle," pp. 213-214.
	View cartoon transparencies which depict personality traits.	Appendix I-C, "Personality Cartoons," pp. 215-222.
	Prepare posters similar to the transparencies.	
	Note to teacher: Students who do not draw may trace pictures from coloring books and make up appropriate slogan.	Coloring books.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View a filmstrip on ideas of self-improvement.	Filmstrips: No. 22, "How Can I Improve Myself."
	Identify individual personality characteristics by completing a checklist.	Appendix I-D, "Personality Checklist," pp. 223-224.
4. One's personality may be changed, and the degree of change is dependent upon desire and the amount of effort one is willing to make.	Complete a personal plan for self-improvement of your personality using the above checklist as a guide.	Appendix I-E, "Personal Plan For Self-Improvement," p. 225.
	Record personality changes for a specific period of time. Note the improvement made.	
	Write a paragraph, "The Person I Would Like to Be."	
	View a filmstrip on popularity and friendship.	Filmstrip No. 38, "Popularity and Friendship."
5. When one is pressured to follow the crowd it takes strength of character to establish a personal code of behavior.	Debate: "It is better to make personal choices than to follow the crowd for the sake of popularity."	Book No. 47, Thresholds to Adult Living, Ch. 1.
6. Appearance, mannerisms, voice, and attitudes are clues to personality.	Cite experiences of forming opinions of others by your first impression of them. Interpret what caused this impression and conclude if this was a false or true impression.	

7. The individual's perception of himself determines how he will behave.	Group work: Read the poem, "The Guy In The Glass." Discuss and analyze its meaning. Report the group analysis to the class.	Appendix I-F, "The Guy In The Glass," p. 226.
	Discuss and determine how a posicive view of one's self contributes to confidence in facing new situations.	
8. One's self-perception may be changed by the following: a. The opinions of others b. The way others respond to one's behavior	Role play reactions to various personalities to illustrate the types of behavior associated with one's self-image. The following are some examples: --The class cut-up --The self-centered ballplayer --The bashful boy	Book No. 57, Your Home and You, Ch. 1.
	Review current TV programs and note the behavior of the characters. Analyze why the characters react as they do in different situations.	
	Read a story in a current teen magazine such as "Harvest Home" found in Co/Ed. Describe the character's personality and how it changes in the story.	Periodical No. Co/Ed, September, 1972, No. 1, pp. 50-52 and 61.
	List personality traits an employer would want in an employee, and give reasons why each trait would be desirable.	Book No. 47, Thresholds to Adult Living, Ch. 1.
	Evaluation: Complete the following open-ended sentences: --"I like myself when . . ." --"I wish I could . . ." --"I would like others to see me as . . ."	

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
B. Grooming 1. The characteristics of a well-groomed person include the following: a. Body cleanliness b. Clear complexion c. Well cared for hair d. Clean shaven face e. Good posture f. Clean teeth g. Fresh breath h. Clean clothing	Interest approach: View pictures of well-groomed, popular teenaged stars or singers. By circular response point out features that make them well-groomed. List areas of concern related to grooming for men. Note to teacher: Prepare the title and pictures for one of the following bulletin boards: --"Aiming For The Best In Good Grooming" --"Good Grooming Wins Every Season"	Book No. 4, Call Me Mister, Ch. 1. Bulletin Board Ideas: 

Note to teacher: Prepare a "Question Box" in which students may deposit questions of concern about grooming problems throughout the entire unit. Check the box daily and either discuss the questions or save them for the appropriate lesson.

2. One of the first steps in the improvement of personal grooming is to recognize one's areas of strength and weakness.

Analyze strong and weak points in personal grooming by completing a check sheet.

Booklet No. 45, "Success Insurance In A Man's World," pp. 5-8.

Identify personal grooming habits that need improvement.

Buzz groups: Formulate criteria for good grooming practices.

3. An attractive appearance results from the following:

   a. Planned self-improvement
   b. Daily care
   c. Continued effort

Write out a plan for improving grooming habits.

Booklets:
No. 34, "Let's Concentrate on You," p. 3.
No. 45, "Success Insurance in a Man's World."

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Make a daily and weekly grooming schedule. Work toward self-improvement goals throughout the unit. Vote for the student that best demonstrates good grooming each day for a week. From these students name the best groomed student of the week.	
	Read references to determine factors affecting grooming. or View a filmstrip to determine some factors affecting grooming.	Books: No. 48, Today's Home Living, Ch. 13. No. 4, Call Me Mister, Ch. 1. Filmstrip No. 5, "Clean as a Whistle."
4. One's personality may be affected by improved appearance.	Predict how personal appearance affects one's --feelings, --self-image, --poise, --self-confidence. Recall personal situations to illustrate each of the above.	
5. First impressions are often based on one's grooming.	Discuss the question, "How does appearance affect one's first impression?" Cite examples of persons being judged by appearance only.	Book No. 57, Your Home and You, Ch. 18.

	or	
	View grooming transparencies and discuss the the impression an individual's appearance makes on others.	Transparency No. 5, "Fundamentals of Grooming."
6. Personal cleanliness may improve one's social acceptance.	Note to teacher: Place a mirror on the bulletin board with the following poem beneath it. Change the middle word in the last line each day. "Mirror, mirror on the wall, Tell me really what I see. Am I most handsome of all, Or am I sloppy as can be?"	Suggested word changes: Dirty, unshaven, smelly
7. Some available grooming aids will enhance one's personal appearance while others are nonessential.	Collect and display a variety of essential grooming aids and toilet articles. Compare costs of various products. Select and research one of the above grooming aids. Report the following to the class: --Purpose of product --Cost of product --Use of product	
	Group work: Collect pictures and make a collage of various grooming aids for a specific area of concern, such as the following: --Teeth --Skin --Nails --Hair --Shaving --Bathing	Magazine, newspapers, and circulars.
8. Perspiration is an excretion of waste and water from the sweat glands through the pores of the skin.	Define perspiration.	Book No. 4, Call Me Mister, Ch. 2.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
9. The function of perspiration is to a. regulate body temperature, b. keep skin soft and pliable, c. help carry off body waste.	Determine the functions of perspiration. Identify times when perspiration increases.	Booklet No. 46, "Teaching Grooming to Teen-age Girls and Boys," p. 8.
10. Because all individuals perspire, outside care of the skin and body is necessary.	Note to teacher: To emphasize the fact that all persons perspire, prepare and display a poster entitled "Who Me?" on which a skunk is surrounded by flowers holding their noses.	Suggested poster idea:
11. The daily steps to guarding against an offensive body odor include the following: a. Bathe with deodorant soap. b. Use antiperspirant. c. Air clothing and shoes worn that day. d. Wear clean undergarments.	List the daily steps to follow in guarding against offensive body odor.	Booklets: No. 46, "Teaching Grooming to Teenage Girls and Boys," p. 8. No. 19, "Good Looks Here and Now," pp. 4-7.

12. A variety of types of antiperspirant and deodorants include the following: a. Creams b. Roll-ons c. Sprays d. Sticks e. Liquids f. Pads	Distinguish between deodorants and anti-perspirants. Collect and display different types of men's deodorants. Discuss function and/or effectiveness of each type of deodorant on display. Write an advertisement for a favorite soap or deodorant. Note to teacher: Answer questions from the "question box" pertaining to complexion or body care.	Booklet No. 34, "Let's Concentrate on You," p. 14.
13. One's skin type and skin condition will determine the care one's skin needs.	Brainstorm to list some skin types and skin conditions.	
14. Acne is an inflammation of the oil glands and hair follicles on the face, neck, chest, shoulders and back.	View a suitable filmstrip which illustrates the cause and care of acne. or Read references to find the cause and care of acne conditions. Report findings to the class.	Book No. 4, Call Me Mister, Ch. 2.
15. Cleanliness is basic to a healthy skin condition and appearance.	Devise steps in normal skin care. Designate products suitable for the skin types and skin conditions listed in the brainstorming session. Determine the benefit of stimulation for all skin types. Determine eating habits that may cause complexion problems.	Booklet No. 19, "Good Looks Here and Now," pp. 6-7.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Indicate an adequate diet which includes foods that aid a clear complexion.	
	Note to teacher: You may want to develop the concept of hair care here in order to use one resource person to help develop both concepts.	
	Invite a resource person to demonstrate and explain correct shaving procedures and products available.	Suggested resource persons: local barber, barber instructor.
16. Proper care of teeth aids an overall well-groomed appearance.	Explain the relationship between the care of one's teeth and one's overall appearance and health.	Transparency No. 10, "Let's Concentrate On You," Visual 5a and 5b.
	Determine some causes of bad breath and ways to guard against such odors.	Book No. 4, Call Me Mister, Ch. 1.
	Assemble various brands of tooth paste, mouth wash, dental floss, water pic, and other dental aids. Indicate their effectiveness.	
17. Hands tell a good deal about a person and need to be considered in the overall grooming of the body.	Discuss the importance of cleanliness of hands and nails.	
	Note to teacher: Since it will take several days for the bacteria to develop, the experiment mentioned below will need to be prepared several days in advance of the planned use.	
	Prepare agar plates of bowls of gelatin using scraping from under the finger nails.	

	Observe the agar or gelatin under a microscope or a magnifying glass. Relate the findings of the above experiment to the need for constant hand care. Examine suitable equipment for the care of hands and nails and observe a demonstration of the correct procedures for using this equipment.	
18. A pedicure--care of feet and toenails--is equally as important as the care of the hands and finger nails.	Decide how the information concerning the care of hands and nails applies to the care of feet and toenails. View a transparency on the care of feet and shoes.	Transparency No. 2, "Care of Feet and Shoes."
19. Attractive hair styles need to be chosen according to one's age, face shape, head shape, and occasion rather than by following popular fads.	Collect pictures of hair styles. Discuss how one may determine his hair style by considering his age, face shape, head shape and the occasion for which the hair is being groomed.	Book No. 4, Call Me Mister, Ch. 6.
20. The current variety of hair styles allows for freedom to express one's personality by the hair styles one chooses.	Group work: Research the history of hair styles and their social significance through the ages. Report findings to the class. Cite examples of selecting hairstyles to suit the kind of activities in which one participates. Read references to determine hairstyles most suitable to variations of the following: --Personal features --Head shapes --Face shapes --Hair types Draw or find a picture which illustrates your choice of hairstyle. Defend your choice.	Booklet No. 16, "Face Up." Kit No. 4 "Hair Care for Men." Books: No. 4, Call Me Mister, Ch. 6. No. 14, Exploring Home and Family Living, p. 883.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
21. Basic rules of hair care include the following: a. Shampoo. b. Rinse thoroughly. c. Brush often. d. Use conditioner, if needed.	Determine some basic rules for hair care which enhances its manageability and appearance. Note to teacher: Check the questions from the "question box" concerning hair care, dandruff, dry hair, oily hair, etc. Compile these questions for the resource person.	Book No. 4, Call Me Mister, Ch. 5. Booklet No. 20, "Hair Care For Men."
22. Daily brushing and frequent shampooing are essentials to hair care.	Invite a resource person to speak on hair care and to demonstrate hair styling. Review the facts presented by the resource person by playing "Tic Tac Toe."	Suggested resource persons: local barber, barber instructor. Instructions for "Tic Tac Toe:" Divide class into two groups. Assign X's to one group and O's to the other group. The group selects the block in which its letter will be placed. Individual students answer true and false questions to earn a mark for their group. The first group with three in a row wins.

23. There are a wide variety of hair grooming aids on the market today.	Collect and display hair grooming aids such as brushes, conditioners, hair sprays, hot combs, etc. Distinguish between the satisfactory and unsatisfactory aids. Choose and practice massage and brushing techniques that will be incorporated into a personal program of hair care.	
24. Correct posture is a necessary factor to good personal appearance.	View a filmstrip on keeping fit. Group work: Demonstrate the correct posture for the following: --Standing --Sitting --Walking Practice the above techniques. Determine how habitually poor posture may be corrected. Cite the relationship of poor posture to health and appearance. Analyze one's personal posture. Practice various posture exercises and determine their effect on the body.	Filmstrip No. 13, "Fit As a Fiddle." Booklet No. 46, "Teaching Grooming to Teenage Girls and Boys," p. 9.
25. Adequate exercise and sleep are important factors in determining the health of a teenager.	Decide the amount of sleep and exercise a teen-aged boy needs. Develop an individual plan for regular exercise to improve one's posture and muscle tone. Review in small groups by playing "The Grooming Game."	Appendix I-G, "The Grooming Game," pp. 227-229.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Evaluation: Complete one or more of the following: --Write a description of a well-groomed person and tell how you react to this person's grooming. --List personal grooming habits which have improved, tell how the improvements were made, and analyze the effect your improved habits have had on you and others.	
C. Social Development 1. Social Etiquette		
	Interest approach: View transparencies which show social situations depicted by animals.	Appendix I-H, "Society Is A Jungle," pp. 230-243.
a. The purpose of social etiquette is to enable one to feel comfortable in any situation.	Bring out, through discussion, the purpose of social etiquette.	
	Use references to define the following:	Books: No. 47, Thresholds to Adult Living, Ch. 7.
b. Etiquette is the fixed customs of social behavior.	--Etiquette	
c. Courtesy is the kindly feeling which makes a person put the comfort and pleasure of others ahead of himself.	--Courtesy	No. 3, Building Your Home Life, Ch. 3, No. 57, Your Home and You, Ch. 3.

d. Good manners are based on thoughtfulness and kindness.	--Manners	
e. Social etiquette skills are practiced anytime a person comes in contact with others in the following places: (1) At home (2) At school (3) On the street (4) When shopping (5) On a bus (6) At church (7) In a restaurant (8) At a party	Circular response: Determine where social etiquette skills are practiced.	Book No. 57, Your Home and You, Ch. 3.
f. Practicing social etiquette helps a person to relax with others, be comfortable and enjoy himself.	Relate the following: --Favorable experiences you have had because you knew what to do or say in a social situation --Unfavorable experiences resulting from not knowing what to do or say in a social situation	
	Play a game which stresses the use of good manners.	Appendix I-I, "Manners-Go-Round," pp. 244-254.
g. Confidence comes from knowing the right thing to do in social situations.	Read references and list important rules of social etiquette for various situations. or	Books: No. 3, Building Your Home Life, Ch. 3. No. 57, Your Home and You, Ch. 3. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 4.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View a filmstrip on courtesy and note the rules of etiquette for the following situations: --Opening a door for a lady --Traveling on a bus --Riding in an elevator --Using the stairs --Dining in a restaurant --Attending a movie --Being a guest at a party Note to teacher: Prepare sociograms by writing questions or statements on slips of paper. Have each student draw one slip and give an answer or opinion. Sociograms: Discuss questions or statements concerning social etiquette such as the following: --A gentleman removes his hat in an elevator. --What is the rule for being seated in a theatre?	Filmstrip No. 11, "Everyday Courtesy."
h. Knowing the necessary social skills adds to the enjoyment of dating.	Role play situations involving social interactions such as the following: --Elevator behavior Entering Riding Leaving --Street conduct Walking Entering doors Other	Book No. 38, Mind Your Manners, p. 45. Books: No. 38, Mind Your Manners, pp. 41-43. No. 4, Call Me Mister, p. 77.

	--Dating etiquette Asking for a date Calling for a date Talking with date's father Leaving with the date --Restaurant behavior Following the waiter Seating your date Using the menu Ordering the meal Paying the check Tipping --Dance behavior Asking a girl to dance Walking to the dance floor Returning to the table	Books: No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 5. No. 38, Mind Your Manners, pp. 103-105. No. 4, Call Me Mister, p. 81. Book No. 4, Call Me Mister, p. 84.
	Note to teacher: You may want to use additional filmstrips on memberships, trips, telephone, introductions, giving and attending parties.	Filmstrips: No. 8, "Contemporary Courtesy." No. 30, "Manners for Young Moderns."
	Formulate rules or standards which would apply in most situations, and develop special guides for specific cases such as the following:	
i. If the basic procedures for making introductions are understood and followed one is more confident when the stiuation calls for an introduction to be made.	--Introductions	Books: No. 4, Call Me Mister, Chs. 8 and 26. No. 38, Mind Your Manners, p. 146.
j. Being able to carry on a pleasant conversation is a desirable social skill.	--Conversations	

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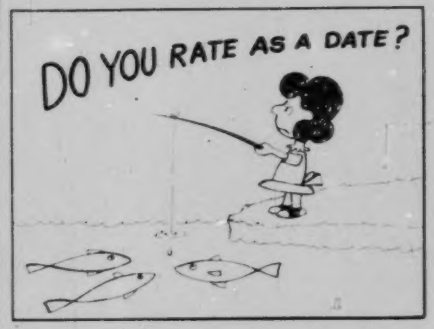
k. If etiquette procedures are used on the telephone one will give a better impression of himself.	--Telephone etiquette for social calls	
	Review by playing the manners game found in the appendix.	Appendix I-J, "Manners Mingo," p. 255-259.
	Evaluation: Complete one or more of the following:	
	--Draw questions on social interaction from a "grab bag." Demonstrate or explain the correct procedure in each situation. Help the class analyze each answer other than your own.	
	--Relate personal observations of students practicing social etiquette at school and in public. Evaluate the procedures observed according to learnings in the unit.	
	--List learnings related to various areas of social etiquette such as conversation, introductions, dating, public behavior, etc.	
	--Complete the "Good Manners Quiz."	Book No. 4, Call Me Mister, Ch. 8.

2. Dating

Note to teacher: Prepare a bulletin board entitled "Do You Rate As a Date?" Display the cartoon character Lucy, fishing. Provide fish cut-outs which the student will label later.

Bulletin Board Suggestion:



a. Dating is a means of becoming acquainted with opinions, attitudes, ideas, qualities and characteristics of members of the opposite sex.

Survey students in the school to determine qualities and characteristics boys and girls like and dislike in a dating partner. Report to the class significant findings. Compile a list of desirable and undesirable characteristics of a date. Label fish on bulletin board with these characteristics.

or

Buzz groups: Compile two lists of desirable and undesirable dating characteristics, one for a boy and one for a girl. Use these characteristics to label the fish for the bulletin board.

Using the compiled list of desirable and undesirable traits, decide which traits apply to you by answering the following questions:

--Would you choose yourself as a friend?
--What are your strong points?
--Which traits need improvement?
--Other appropriate questions chosen by the class

Books:
No. 48, Today's Home Living, Ch. 4.
No. 37, Married Life, Ch. 4.

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	or Assist class members in developing a dating checklist. Label the checklist "Date Bait." Use the checklist to rate yourself as a dating partner. Note to teacher: Play the "Dating Game." Invite several female students to participate. Choose three male students and seclude them behind a screen. Each girl will ask prepared questions of the male students and select one as her choice as a dating partner. She will then tell which specific answers helped her make her choice. Describe how each of the following contributes to friendship or skills in dating. --Conversation ability --Facial expression and gestures --Friendliness --Manners --Activities and interests	Book No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 4.
b. Dating provides an important aspect of social relationships for the adolescent in that it provides an opportunity to (1) Associate easily and pleasantly with members of the opposite sex.	Group work: Answer the question, "Why Date?" Share conclusions of the group with the class. Discuss the values gained from dating.	

(2) Gain confidence in dating skills. (3) Eventually decide on the type of person desired as a mate.	<u>View</u> cartoons about humorous dating situations, such as Archie, Peanuts, Freddy, etc. <u>Describe</u> personal dating problems and <u>discuss</u> the causes of these problems and their solutions. or <u>Use</u> the "Question Box" to determine problems relating to dating. or <u>Write</u> dating problems to Dear Abby; do not sign your name. <u>Group work</u>: <u>Read</u> problems written to Dear Abby and <u>work</u> out solutions. <u>Report</u> solutions of the group to the class. <u>View</u> a filmstrip on dating. <u>Summarize</u> the learnings. <u>Discuss</u> questions suggested with the filmstrip. or <u>Round table discussions</u>: <u>Consider</u> such questions as the following: --At what age should dating begin? --What are some acceptable places to meet prospective dates? --Where do you go on dates? --Other appropriate questions	Filmstrips: No. 9, "Dating" No. 2, "Beginning to Date"

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c. Before plans are made for a date, an understanding about dating regulations needs to be made with one's parents. The maturity and responsibility a teenager displays helps a parent to decide on such regulations.	Exhibit pictures of dating activities such as tennis, bowling, swimming. Analyze how these activities may influence a successful date. Panel discussion: Listen to a group of parents discuss such items as the following: --Activities and places that are off limits --Rules in using car for dates or plans for other transportation --Use of the home for dating --Age for dating and dating curfews for boys and girls --Ways families can contribute to the fun or success of a date View a filmstrip on the fundamentals of dating. Describe one's feelings about blind dates, dutch dating, group dating, double dating, etc. Discuss the advantages of socializing with several members of the opposite sex before going steady. View a filmstrip about going steady. List the advantages and disadvantages of going steady. or Read references on going steady. Discuss the advantages and disadvantages.	Filmstrip No. 10, "Dating Fundamentals." Filmstrip No. 28, "A Look At Going Steady." Book No. 48, Today's Home Living, Ch. 4.

	or	
	Participate in a panel debate on going steady.	
	or	
	Organize into buzz groups to discuss the pros and cons of going steady.	Book No. 39, Personal Adjustment, Marriage and Family Living, Ch. 5.
d. Dating develops in stages from crushes through day-dreaming and companionship to mature love.	Interview an older teen to determine how dating responsibilities, activities and feelings change with age.	
	View a filmstrip on an early stage of love development.	Filmstrip No. 69, "Young Love"
	or	
	Read references to determine stages of involvement in the dating process from crushes to mature love. Describe these stages.	Booklet No. 1, About Marriage and You, Ch. 7.
	or	
	Read references and draw conclusions as to what it means to be "in love with love."	Books: No. 37, Married Life, Ch. 6. No. 2, Being Married, Ch. 3.
	Interpret how you think love will make you feel.	
	Evaluation: Using the in-basket, out basket question technique, draw a question and write a solution or answer to problems such as the following: --What dating traits are desirable in a dating partner? --Describe some problems which may occur at home with the girl's parents. --Other appropriate questions	

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
3. Responsible Sexual Behavior		
a. A physical attraction is temporary, but mature love is lasting.	Differentiate between physical attraction and love.	Book No. 2, Being Married, Ch. 1.
	Use the "question box" to determine questions on sexual behavior and boy-girl relationships.	
	Note to teacher: Invite a resource person who has had considerable experience working with young people and has a well-rounded point-of-view to speak on dating problems and problems of sex.	Suggested resource persons: coach, guidance counselor, doctor, youth minister
	Listen to a resource person and ask questions about problems of dating and sex.	
b. Problems of intimacy may result from withdrawal of social contacts with peers.	View a filmstrip and determine how problems of intimacy may result from withdrawal of social contacts.	Filmstrips: No. 23, "How Much Affection." No. 40, "Responsible Sexual Attitudes." No. 41, "Responsible Sexual Behavior."
c. The freedom and privacy of the automobile places more responsibility on a young person to find alternatives and compromises and make wise decisions.	Discuss how the privacy of the automobile places more responsibility on young persons.	

	View a filmstrip to increase understanding of premarital sexual relations. Discuss the ideas presented in the film and the implication for individual behavior. Decide what alternatives may be sought when making decisions that will affect one's entire life.	Filmstrips: No. 45, "Sex, A Moral Dilemma for Teenagers." No. 12, "Everything But--." No. 67, "Why Wait Till Marriage?"
d. A person's experiences aid him in developing attitudes and values and strength to carry out decisions.	Read references and define a moral code. Determine what is included in this code and how a person's code of life is developed.	Books: No. 39, Personal Adjustment, Marriage and Family Living, Ch. 6. No. 47, Thresholds to Adult Living, Ch. 8. No. 2, Being Married, Ch. 8.
e. Each person must develop his own personal standard of conduct.	View a filmstrip to aid in establishing personal attitudes that determine a person's conduct. Discuss the filmstrip and how it applies to individual behavior.	Filmstrip No. 59, "Values for Teenagers: The Choice Is Yours."
f. Premarital sexual relations often create situations and problems that influence the total development of the individual's life.	Cite possible consequences of sexual misconduct such as the following: --Venereal disease --Unwed father --Teenage marriage --Inability to form meaningful relationships in the future	
	View a filmstrip on the problems of unplanned parenthood.	Filmstrip No. 58, "Unplanned Parenthood."
	Read references to gain information related to venereal disease.	Current pamphlets from the health department.
	or	

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	View a film or filmstrip to gain information related to venereal disease. Evaluation: --List 10 rules of social etiquette which you practice. --Cite five desirable characteristics to look for in a date. --Describe responsible sexual behavior.	Film No. 7, "A Quarter Million Teenagers." Filmstrip No. 61, "Venereal Disease."
D. Family Life 1. Changing Male Role a. The male role in the family is affected by changes in today's society.	Recall changes in today's society which affect the family. Include the following: --Mobility --Working wives --Fewer children --Shorter work hours --More leisure --Other changes Note to teacher: As the students think of changes in family situations, list them on the chalkboard. Discuss how the above changes affect individual family members.	Book No. 48, Today's Home Living, Ch. 3.

b. Role expectations, as well as the role one assumes, may change at different times and places.	Find pictures or news articles that illustrate changes in society which influence the family and one's individual role in the family. Include the following: --The women's liberation movement --The change in the male role both at home and at work --Other changes Make a bulletin board using the pictures and articles from the above strategy.	Current magazines and newspapers.
c. An ideal family is one that meets the needs of each family member.	Determine the functions of the family.	Books: No. 14, Exploring Home and Family Living, Ch. 2. No. 15, Family Development, pp. 3-9. No. 3, Building Your Home Life, Ch. 1. No. 10, Enjoying Family Living, p. 440. No. 47, Thresholds to Adult Living, Ch. 10. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 6. Appendix No. I-K, "Case Study--Family Patterns," pp. 260-261.
d. Families are usually classified as either democratic, matriarchal, or patriarchal.	Identify the characteristics of each of the following family patterns: --Democratic --Matriarchal --Patriarchal	
e. Success in marriage is largely determined by how each partner plays his role and how satisfied each partner is with the role he plays.	Group work: Develop questions for an interview of couples of various ages to gain information about the roles of the husband and the wife in the family. Interview couples and report significant findings to the class. Discuss how the roles differ in individual families. Participate in a panel discussion on the roles of the marriage partners.	Book No. 42, Relationships: A Study In Human Behavior, Ch. 22.

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	Invite a married man to class to interpret his responsibilities in caring for the home and the family. Cite other examples of the man's role in home-making tasks from personal observations. Enumerate the changes in men's roles in the past years, interpret the reasons for the changes, and the affect of these changes on today's male. Role play the following situations: --The male is in the traditional role as the dominant head of the family. --The male is taking an active part in household tasks and childrearing. Contrast the above roles. Cite advantages and/or disadvantages seen in each situation.	
f. Each family member has a contribution to make to the family group.	List and analyze the sharing of responsibility in one's family. Develop a personal plan that improves sharing of responsibility or helps other family members assume their responsibility. Evaluation: Complete one of the following open-ended sentences: --"I see the male role in the family in today's society as . . ." --"I see the male's responsibility in to today's family as . . ."	

2. Success in Marriage a. Mature Mate Selection		
	Interest approach: View and discuss a transparency on love at first sight.	Appendix No. I-L, "Do You Believe In Love At First Sight?" p. 262.
(1) Infatuation is a temporary feeling but love is enduring.	Distinguish between infatuation and mature love.	Books: No. 50, When You Marry. No. 42, Relationships: A Study In Human Behavior, Ch. 16. No. 39, Personal Adjustment, Marriage and Family Living, Ch. 14.
	Fill in a check sheet on mature love. Discuss.	Appendix No. I-M, "How Do You Know It's Love?" p. 263.
(2) Understanding the various types of love helps one develop better interpersonal relationships.	Take part in a popcorn session on mature love. Interpret what the following have to do with love: --Common interests --Compromise —Security --Communication Analyze the following components of mature love in marriage and their importance to you: --Physical attraction --Psychological maturity --Satisfaction of personal needs --Unselfish sharing --Cooperation instead of competition	
	Research how similarities and differences affect the choice of a marriage partner.	Books: No. 2, Being Married, Ch. 4.

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		No. 39, Personal Adjustment, Marriage and Family Living, Ch. 10. No. 42, Relationships: A Study in Human Behavior, Ch. 21.
	Identify traits that would be desirable in a mate. Survey other students to determine traits they feel are desirable in a mate. Prepare a list of 10 traits you feel would be important in a wife. Rank these traits in order of importance to you. Combine individual lists and rank traits in order of their importance to the class.	
(3) A marriage has a better chance to survive if the partners have similar social, economic, and religious backgrounds; and share mutual interests, attitudes toward sex, values, and goals.	List and discuss premarital factors associated with happiness in marriage such as the following: --Common economic levels --Common social and cultural background --Religion --Education --Nationality --Other factors	
(4) Readiness for marriage is determined by the degree of emotional, physical, intellectual, and psychological maturity of the individuals involved.	Determine the pros and cons of mixed marriages by participating in a panel discussion, a debate, group work or by listening to a resource person speak on the importance of maturity in marriage relationships.	Book No. 15, Family Development, Ch. 7. Suggested resource person: minister, family counselor.

(5) An individual's concept of marriage may influence his marriage relationships.	Complete one of the following open-ended sentences --"To me marriage means . . ." --"My attitude toward divorce is . . ." --"My expectations of a marriage partner are . . ."
b. Marriage Adjustments	
(1) The successful adjustment of the following contribute to a happy marriage: --Personal habits --Relationships with relatives --Money usage --Sexual behavior --Leisure time usage --Vocational choice	List and discuss areas where adjustments are needed in marriage.
(2) The ability to understand and accept the marriage partner is a basic factor in developing a successful marriage relationship.	Interview couples who have been married for varying lengths of time to determine the following: --Adjustments important in a successful marriage --Qualities which contribute to success in marriage --Characteristics which cause difficulty in marriage. Report the results of the interviews to the class. Buzz groups: Consider the following statements. Determine if each statement is true, if so what makes it true, and how is it related to a successful marriage. --Marriage is a 24 hour a day job. (cont.)

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	--Marriage is a partnership. --Courtship should not end with marriage. --Two can live as cheaply as one. --Marriage includes in-laws.	
	Form committees. Read and report on subjects such as the following:	
	--Good in-law relationships	Book No. 37, Married Life, p. 214.
	--Problems of working wives	Book No. 2, Being Married, p. 229.
	--Frequent drop-in visits from friends	Book No. 37, Married Life, p. 215.
	--The effect of quarreling on a marriage	Book No. 2, Being Married, p. 277.
	--Differences of husbands and wives	Book No. 2, Being Married, p. 281.
	Analyze the effect the above situations may have on marriage relationships.	
	Role play situations presented in the above reports.	
(3) A marriage will be more successful if the partners respect and accept each other as individuals.	Discuss the importance of respecting or adjusting to each other's values and goals.	

(4) Problems arise in all marriages. It is the willingness to face these problems and attempt to solve them that contributes to the success of the marriage.	Give examples of obstacles which hinder a couple from solving marriage problems such as: --Jumping to conclusions --Failure to consider the other's point of view --Sarcasm --Jealousy --Failure to admit personal responsibility --Excessive emotionalism --Degrading the character of the partner Formulate a plan to overcome the above weaknesses or difficulties.	
(5) Love grows as partners communicate with each other and share experiences in marriage.	Analyze the following actions and their contributions to a more lasting and mutually satisfying marriage. --Effective communication --Facing problems --Steps in problem-solving Evaluation: Summarize appropriate attitudes and skills for successful family living in today's society.	
E. Successful Living As A Single Person		
	Complete the pretest. Note to teacher: All the statements on the pretest are true.	Appendix No. I-N, "Pretest," p. 264.
1. Society's view of the single person may influence his feelings about being single.	Discuss and evaluate your attitude toward the single adult.	
2. Our society's unfavorable view of the single person often pushes individuals into marriage.	Collect newspaper clippings which reflect society's attitudes toward the single person, and make a list of society's attitudes toward single persons.	Newspaper articles.

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	Discuss the following: --How societal attitudes affect one's reactions to single people such as teenagers, young adults, middle-aged adults and persons in later years. Give some examples. --Why people often seem to push the unmarried into marriage.	
3. Persons choose not to marry for a variety of reasons.	List some reasons people may choose to remain single. Include the following: --Health --Careers --Age --Religion --Responsibilities --Other reasons	
	Listen to a panel composed of unmarried people discuss their feelings about being single. Participate in a question-and-answer session after the panel discussion.	Suggested panel members: unmarried career woman, elderly unmarried person, bachelor, priest, nun.
4. Being single in a marriage and family-oriented society requires special adjustments.	Describe advantages and disadvantages of remaining single. List characteristics enabling one to be a successful single adult and those which would prevent one from becoming a successful single adult.	Book No. 42, Relationships: A Study in Human Behavior, Ch. 27.

5. Attitudes and situations are changing enabling one to attain satisfaction from the roles of the single person.	Evaluation: Develop personal suggestions as to how one may become a happy and useful single adult. Identify those applying to both sexes.	
F. Career Development		
1. Planning For a Career		
	Note to teacher: Prepare a bulletin board entitled "Tracking Careers."	Bulletin board suggestion:
a. Choosing a career is one of the most important decisions a young person will ever make.	Complete the pretest on career choices.	Appendix No. I-O, "Career Choice Pretest," p. 265.
	Participate in a circular response to identify different kinds of careers. List the identified careers on the tracks on the bulletin board. Determine and list questions which need to be answered when exploring different kinds of occupations.	
	List three occupations that are of interest to you.	

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	Study and determine job requirements by completing the following activities: --Talk with people in these occupations. --List the advantages of each occupation in one column. --List the disadvantages of each occupation in another column. --Determine the qualifications, training, skills and experience needed for each career. --Identify pay, benefits and working hours for each occupation. Note to teacher: Invite resource persons who work in occupations that are of interest to the class. Ask them to give the following facts: --The education required --The salary range --Working conditions --Benefits --Advancement possibilities --Occupational outlook in the field --Any other intersting facts Field trips: Visit businesses of interest to the class. Note the conditions under which the employees work. Watch work activities. Select the one career you would most like to follow if you had the opportunity. Describe the career and qualifications necessary.	

b. A person needs to assess his abilities and aptitude in relation to his field of interest. Appraisal of a person's interests and abilities aids him in making a wise career choice.	Establish the need for identifying personal abilities and interests as they relate to employment by reading and discussing references.	Book No. 44, Succeeding in the World of Work, Chs. 6 and 7.
	Complete a personal inventory sheet. Analyze your answers in light of your occupation interest. or List interests, hobbies, and activities both in school and outside school. Determine which of these interests the selected career would satisfy and how. Analyze individual scholastic abilities by identifying strong and weak subjects in school. Determine abilities that will aid you in your selected occupation and those abilities that are lacking but need to be acquired for the selected occupation. Investigate the opportunities available for training for the career you chose, in one of the following: --Vocational schools --Part-time vocational training --Extension courses offered by a school, college, or university on an evening or part-time basis --Correspondence courses and short courses offered by colleges or universities (cont.)	Appendix No. I-P, "Personal Inventory Sheet," pp. 266-267.

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	--Adult education --Community colleges --Junior colleges --Colleges and universities --Post-graduate training Field trip: Visit a vocational school to observe the types of training available. Evaluation: After considering interests, abilities and training needed in the career you selected, decide if this career choice is still right and write a paper explaining why.	
2. Securing a Job a. Sources of Available Jobs (1) Places to look for jobs include the following:	Brainstorm sources of job openings. List these sources on the chalkboard. Share information known about each source.	
-- Employment agencies Public Private	Determine the difference between the services provided by a state employment office and a private employment agency, such as types of agreements and fees charged.	
-- Newspapers Want ads News articles	Bring in a news ad or item related to a job opening. Read the ads together in class. Determine the categories used in the want-ad section. List the abbreviations used and note their meanings. List the types of information given in the ads placed by employers.	Local newspaper

		Choose an ad which interests you and describes a job for which you can qualify. Discuss your choice with the class.	
		Examine the alphabetized section or the yellow pages of the telephone book to find the address of the company whose ad you selected.	Telephone book
--	School personnel Principal Guidance counselors Teachers Placement services	Listen to a resource person talk about opportunities for part-time employment.	Suggested resource persons: school guidance counselor, school principal, representative of an employment agency.
--	Company employment offices	Interview or invite to class a personnel manager to determine the procedures for securing either part-time or full-time employment with his company.	
--	Bulletin boards At school In places of business	Recall public places you have seen notices of jobs posted on a bulletin board such as the following: --Laundries --Groceries	
--	Telephone inquiries	Repeat an incident in which someone has been employed as a result of a telephone inquiry.	
(2)	Part-time or summer jobs may help one -- gain valuable work experience, -- determine what full-time work, in a given occupation, would be like, -- develop good work habits, -- bridge the gap between school and the world of work,	Brainstorm some ways which a part-time job may contribute to one's future career.	Book No. 44, Succeeding in the World of Work, Ch. 2.

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— become more acceptable in the job market because you have proven you can satisfy an employer, — secure a valuable person to give as a reference.		
b. Job Application		
(1) Application forms may vary from company to company but will have some things in common. The application form is useful to — allow the employer to screen out poor applicants, — help prospective employees "sell" themselves to the employer, — record important information that may not be brought out in an interview.	Discuss the importance of the application form. Read and discuss references to gain some information as to how to fill out an application form.	Books: No. 31, The Job You Want, pp. 106-110. No. 53, You and Your Job, Ch. 6. No. 44, Succeeding in the World of Work, Ch. 3.

(2) It is important to furnish all information requested on an application form. Given two applicants with equal qualification, the employer is more likely to choose the one whose application form is completed neatly and thoroughly.	View a transparency of a sample application. Note to teacher: A transparency may be made from Appendix I-P, or from an application form secured from a local company. Study the appendix which suggests how to fill out an application form. Complete a sample application form made from the sample from the appendix or secured from an employer. Evaluate the application you filled out.	Appendix No. I-Q, "Sample Application Form," pp. 268-269. Appendix No. I-R, "Suggestions For Filling Out An Application Form," p. 270. Appendix No. I-Q, "Sample Application Form," pp. 268-269.
c. Job Interview		
(1) Appointments for interviews may be secured by letter, telephone, or by applying in person.	Determine acceptable ways to secure an appointment for an interview. Role play telephoning to request an interview.	
(2) A well-written letter can serve you well in presenting your qualifications to a prospective employer.	Recall and review letter writing techniques. Practice writing letters requesting an interview. Analyze letters written by the class. Write an acceptable letter requesting an interview for a job advertised in the paper.	Book No. 53, You and Your Job, pp. 35-42.
	Read and discuss references which deal with preparing for an interview.	Books: No. 4, Call Me Mister, Ch. 27. No. 44, Succeeding in the World of Work, Ch. 3. Booklet No. 35, "Making The Most Of Your Job Interview."

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(3) Personal information needed on an interview includes some or all of the following: --Address --Telephone number --Social security number --Addresses of past residence --Proof of age --Work permit --Health certificate --Driver's license --Union card	Decide what personal information may be needed for an interview.	
(4) Acceptable clothing for a job interview would include the following: --A suit or conservative jacket --Dress shirt with a necktie --Conservative shoes and socks	Read and discuss standards of dress for an interview. Explain why extremes such as hair length, dirty nails, sloppy shoes, or a wrinkled suit might make a poor impression on the interviewer.	Book No. 4, Call Me Mister, p. 280-281.
(5) More casual clothes are acceptable if the job sought is one requiring manual labor.	Brainstorm instances when it would be acceptable for casual clothes to be worn on an interview.	

(6) Some acceptable practices for a job interview include the following: --Arrive 5-15 minutes early. --Introduce yourself to the secretary or receptionist and tell her whom you wish to see. --Look and act alert and interested while waiting. --Introduce yourself to the employer if the person presenting you does not. --State the job for which you are applying. --Try to be at ease. --Answer questions in a businesslike manner. --Let the interviewer start the interview. --Do not interrupt the interviewer. --Do not argue. --Do not discuss personal problems. --Never criticize a former employer.	Develop a list of do's and dont's for a job interview.	Book No. 31, The Job You Want, pp. 91-104; 97-100.
(7) A person's conduct at an interview makes an impression on the interviewer. The following are some good manners to be observed during the interview:	Identify and demonstrate good manners to be observed during an interview.	Book No. 4, Call Me Mister, p. 285. Book No. 31, The Job You Want, p. 79. Booklet No. 35, "Making The Most of Your Job Interview."

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--Sit only when invited to do so. --Do not smoke or chew gum. --Do not lean on the desk or touch anything on it. --Avoid nervous mannerisms. --Do not fidget. --Speak quietly but clearly. --Do not use slang.		
	Role play interviews for different jobs which are advertised in the newspaper. One group may role play techniques that should not be practiced. Evaluation: Analyze the role-play situation to determine what impression the different interviews would have on the employer.	
3. Job Success		
a. A positive attitude is an important factor in job success. A negative attitude is the main reason young workers lose jobs.	Brainstorm attitudes that would be desirable or undesirable to develop for success on the job. List these on the chalkboards in two columns under positive and negative attitudes. Read and discuss references on attitudes.	Book No. 44, Succeeding in the World of Work, pp. 67-86.

	Determine how you can tell if a person has a positive attitude. Describe the benefits that may develop from positive attitudes and the pitfalls that may occur with negative behavior.	
b. Employers expect the following personal qualities from their employees: (1) Cooperation (2) Honesty (3) Initiative (4) Willingness to learn (5) Willingness to follow directions (6) Dependability (7) Enthusiasm (8) Ability to accept criticism (9) Loyalty (10) Maturity (11) Interest (12) Adjustable personality	Read and discuss references to determine personal qualities an employer expects to find in an employee.	Books: No. 1, About Him, pp. 1-8. No. 44, Succeeding in the World of Work, Ch. 4. No. 47, Thresholds to Adult Living, Ch. 1.
c. Maintaining businesslike relationships on the job is dependent upon the following: (1) Consideration (2) Cooperation (3) Leadership ability (4) Mature judgment	Read and discuss references which indicate the acceptable and unacceptable ways to promote cooperation and goodwill with co-workers. Group work: After reading the references, answer and discuss the following questions. --Why is it important to get along with your co-workers? (cont.)	Books: No. 4, Call Me Mister, pp. 255-268. No. 44, Succeeding in the World of Work, Ch. 4.

I. Youth Now--Adult Later

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	--Is it a good idea to do some of the unpleasant tasks which you may not feel you were hired to do? --Is it best to become close friends with a co-worker during the first week or two on the job? Why? --Should you call your boss by his or her first name? Co-workers? --If two of your co-workers have a dispute, should you take sides? Should you try to settle the dispute?	
d. Business etiquette involves fixed customs of acceptable on-the-job behavior such as the following: (1) Consideration (2) Deference (3) Thoughtfulness (4) Kindness (5) Loyalty (6) Promptness	Establish a definition of business etiquette. Invite three guest speakers, a worker, a supervisor, and a boss, to participate in a panel discussion of business etiquette. Ask the panel questions. Note to teacher: The speakers may feel less inhibited to speak if each comes from a different company.	Book No. 4, Call Me Mister, Ch. 25.
	View transparencies illustrating job-related problems and determine acceptable on-the-job behavior. Brainstorm why it is important to sound your best on the telephone.	Transparency No. 1, "Career Decisions, Finding, Getting and Keeping a Job."

List points that would help you sound your best on the telephone such as the following: --Clear pronunciation --Correct grammar --Pleasant voice and friendly manner	
Read references to discover basic principles of telephone etiquette and techniques such as the following: --Identify yourself. --Avoid interruptions and side remarks. --Explain delays. --Make notes and use them. --Be brief and to the point. --Be courteous.	Book No. 4, Call Me Mister, Ch. 26.
Role play talking on the telephone using telephone manners.	
In small groups analyze the effectiveness of telephone etiquette practiced in the role-play situations.	
Summarize by viewing and discussing filmstrips on career decisions.	Filmstrip No. 4, "Career Decisions: Finding, Getting and Keeping a Job."
Evaluation: Make a list of do's and don'ts for job success.	

MAJOR CONCEPT II: Man's Eye View of Clothing

SUPPORTING CONCEPTS:

A. Social and Psychological Aspects of Clothing

B. Factors to Consider in Individual Clothing Selection

C. Factors to Consider in the Purchase of Clothing

D. Care of Clothing

E. Basic Clothing Construction Techniques

UNIT OBJECTIVE: By participating in the activities suggested in this unit, the student will demonstrate his ability to personally manage his clothing through careful selection and purchase, proper care, and basic clothing construction techniques.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. State the factors that influence the type of clothing we wear.

B. Utilize the principles and elements of design in clothing selection.

C. Solve problems concerning the selection of clothing using the guidelines of quality and buymanship presented in the unit.

D. Exhibit the ability to personally care for and maintain clothing.

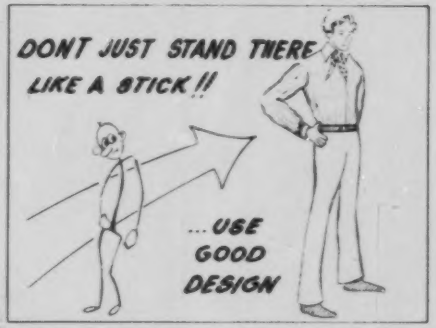
E. Demonstrate basic clothing construction techniques by making a simple garment.

II. Man-s Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Social and Psychological Aspects of Clothing Selection		
1. Clothing is a cue to personality because it conveys the following impressions: a. An individual's self image b. What an individual does c. What an individual believes	View pictures of men dressed for different activities or occasions. Choose two of the pictures and write a paragraph describing impression of the people pictured and the type of personality you believe they have. Read the paragraphs aloud in class. Discuss the following questions: --What does clothing convey? --How important are first impressions? Decide your personal image in terms of what your clothing conveys about you.	
2. Clothing serves a variety of purposes, including the following: a. Clothing communicates roles.	Select magazine pictures of people dressed in many ways. Identify the roles of the people in the above pictures by the clothes they are wearing. Compare answers. Read information relating to the meaning of dress.	Book No. 9, Dress, Ch. 1.

b. Clothing is a means of achieving such values as the following: (1) Self acceptance (2) Sense of belonging (3) A feeling of comfort (4) Status	Collect advertisements of clothing and identify the values to which they appeal. Identify the values that would permit one person to buy a certain type of clothing while another person might buy a different type. Example: --Status vs. economy --Comfort vs. acceptance in a group	
c. Clothing influences behavior.	Answer the question, "Does the type of clothing you wear have anything to do with your behavior?" Role play the way you behave in each of the following situations: --Wearing a suit --Wearing blue jeans and a sweatshirt --Wearing a bathing suit --Wearing a uniform --Wearing formal attire --Other dress situations Draw conclusions concerning the effect clothing has on the behavior observed in each role play situation.	
d. Clothing is a means of identifying with a group and that group's behavior.	Identify the ways in which you dress like your group. Answer the following questions: --Is this important to you? --Does it affect your status in the group? --How have your peers influenced the clothing you wear?	
e. Clothing is a means of self-expression.	View a filmstrip and determine how clothing helps one: --express self, --portray moods, --display self concept, --build self-esteem.	Filmstrip No. 6, "Clothing Communicates."

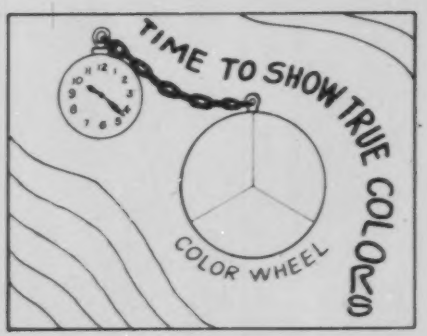
II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View a filmstrip to summarize the social and psychological aspects of clothing and complete the following film guide: --What does clothing choice convey? --Why do we wear clothing? --What are some purposes that dress serves? --How does dress influence behavior? --Do you feel clothing is worn to identify with a group? Why or why not? Evaluation: View pictures of people dressed in various ways. Tell what is conveyed by the clothing worn in each picture.	Filmstrip No. 39, "The Psychological Importance of Clothing."
B. Factors to Consider in Individual Clothing Selection	Note to teacher: For an interest approach, develop a bulletin board on design.	Bulletin board suggestion: 

1. Elements of Design

Note to teacher: Prepare a bulletin board on color.

Bulletin board suggestion:



Note to teacher: Use a book that has verses about each color to introduce the students to color concepts.

Book No. 21, Hailstones and Halibut Bones.

a. Color is an important factor to consider in the selection of one's clothing.

Imagine what it would be like to be in the following situations:

--Where everyone wore the same color such as in a prison, a convent, a monastery, one of the armed services, or China
--Living in a world of black and white

Read information of the science of color. Identify and define terms used with color such as the following:

--Primary
--Secondary
--Intermediate
--Hue
--Value
--Intensity
--Neutral

Books:
No. 9, Dress, Ch. 3.
No. 43, Steps in Clothing Skills, Ch. 9.
No. 12, Experiences With Clothing, Ch. 6.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Construct a color wheel using an art medium.	
(1) Color may affect the emotions and help create moods.	Name a color and tell the emotions or feelings which you associate with the color.	Book No. 57, Your Home and You, Ch. 19.
	Discuss the following questions: --Does color have any effect upon you? --What effect does color have on you? --How can color affect one's moods?	
(2) Color may be used to emphasize a person's best physical feature such as hair, eyes, or skin.	Determine your skin, hair, and eye color.	
	Read information on selecting colors best suited for your eye, skin and hair coloring.	Books: No. 4, Call Me Mister, p. 155. No. 9, Dress, Ch. 9. No. 43, Steps in Clothing Skills, Ch. 10. No. 12, Experiences With Clothing, Ch. 6.
	Note to teacher: Choose students with different colorings to serve as models to try on fabric bibs.	
	Play "Thumbs Up--Thumbs Down" while observing a student trying on different colors.	Directions for "Thumbs Up--Thumbs Down" game: Indicate approval or disapproval by holding thumbs up or thumbs down.
	Fill out part one of the handout "A Picture of Me."	Appendix II-A, "A Picture of Me," p. 271.

(3) An optical illusion in apparent size may be created by the skillful use of color.	Determine which are the colors that advance and those that recede and what effect this has on one's size. Identify advancing colors and receding colors from samples provided by the teacher. Decide which colors make one appear smaller or larger. Define harmony in color and color schemes.	
(4) Color harmony may be achieved if the correct values and intensities are selected and if the colors are used in the right proportions.	Identify ways harmony in color and color schemes may be achieved. Define values and intensities. View values and intensities in fabric swatches. Identify the following basic harmonies: --Monochromatic --Analogous --Accented neutral --Complementary --Split complementary --Triad Find an example of each basic color harmony in pictures of men's outfits. or View examples of all the basic color harmonies in men's outfits. Create a color harmony for a man's outfit from scraps of fabrics. Identify design principles used in creating this color harmony.	Books: No. 4, Call Me Mister, Ch. 16. No. 43, Steps in Clothing Skills, Ch. 10. No. 9, Dress, Ch. 3. No. 12, Experiences With Clothing, Ch. 6. Examples prepared by teacher. Book No. 9, Dress, Ch. 9. Chart, p. 320.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Listen to a resource person discuss effective ways to combine colors in men's clothing.	Suggested resource person: representative from a local men's store.
(5) The colors one chooses for accessories makes one's outfit unique but need to be coordinated with the total outfit.	Determine what kinds of accessories are appropriate for different color outfits. Bring accessory items such as ties or shirts to show how different accessories may change the appearance of outfits.	Book No. 9, Dress, Ch. 9, Chart, p. 320.
	Decide how to select the color of a tie to go with an outfit.	Book No. 4, Call Me Mister, p. 122-123.
	Note to teacher: If the discussion on choosing ties brings up questions on tie tying, demonstrate the following methods and allow the students to practice tying ties. --Windsor --Half windsor --Four-in-hand --Bowtie	Books: No. 4, Call Me Mister, pp. 119-122. No. 9, Dress, p. 333. No. 14, Exploring Home and Family Living, Ch. 29.
b. The following type of lines may be used to create optical illusions which camouflage or improve unattractive body proportions: (1) Vertical lines make a figure appear taller. (2) The horizontal line makes a figure appear wider. (3) The Y line adds height to a figure.	Read references to determine the type of lines used in clothing.	Books: No. 9, Dress, Ch. 9. No. 14, Exploring Home and Family Living, Ch. 2.

(4) The T line makes the figure appear wider. (5) The ↑ line makes the figure appear shorter.		
	View transparencies to recognize how line and shape may be used to enhance good features and camouflage undesirable features.	Transparency No. 11, "Line and Shape," Parts I and II.
	Scan illustrations of clothing and identify the types of lines used.	
	Study a chart on shirt lines for different body builds.	Chart No. 1, "Checkpoint in Shirt Flattery."
	Suggest the styles in clothing a man might select to solve the following problems: --A short person who wishes to appear taller --A tall person who wishes to appear shorter --A stout person who wishes to appear slimmer --A slim person who wishes to appear heavier	Books: No. 4, Call Me Mister, Ch. 15. No. 14, Exploring Home and Family Living, Ch. 1. No. 57, Your Home and You, Ch. 20. Booklet No. 2, "Appearance Makes A Difference."
	Complete parts two and three of the handout, "A Picture of Me."	Appendix II-A, "A Picture of Me," p. 271.
	View a picture or observe a demonstration showing how to measure the body to determine clothing sizes.	Book No. 4, Call Me Mister, Ch. 15.
	Work in pairs and measure each other. Determine your body build and decide the best lines and style for you.	
	Fill out parts four and five of the handout, "A Picture of Me."	Appendix II-A, "A Picture of Me," p. 271.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
c. The texture and design of fabric may create optical illusions by changing apparent size and proportion of a figure.	Feel fabrics to determine different textures. Consider what effect each texture would have upon apparent figure size. Example: --A shiny or glossy texture reflects light and increases apparent size. --A dull texture absorbs light and decreases apparent size. --A heavy texture increases apparent size.	Books: No. 9, Dress, Ch. 2. No. 43, Steps in Clothing Skills, Ch. 5 and 6.
	Contemplate how the following fabric designs may give an illusion of change in size and proportion. --Plaids --Stripes --Large prints --Small prints --Other examples of fabric designs	Book No. 4, Call Me Mister, Ch. 16.
	Decide which textures and fabric designs are best suited for you.	
	Record this information on parts six and seven of the handout, "A Picture of Me."	Appendix II-A, "A Picture of Me," p. 271.
	Evaluation: Using fashion magazines, pattern books and/or catalogues, choose the components of two complete outfits--one for dress and one for casual wear--with the color, line, and design appropriate for you.	

2. Principles of Design	Read to gain understanding of the principles of design.	Books: No. 9, Dress, Ch. 2. No. 19, Guide to Modern Clothing, Ch. 2. No. 12, Experiences with Clothing, Ch. 6. No. 7, Clothes: Part of Your World, Unit 4, Ch. 1. No. 29, How You Look and Dress, Ch. 6. No. 57, Your Home and You, Ch. 20. No. 33, Lessons in Living, Unit 2, Topic 1, Lesson 1.
a. Balance is the feeling of rest or equilibrium protrayed by a clothing design.	View illustrations from magazines which show balance in men's outfits. Distinguish between formal and informal balance and decide which is used most often in men's clothing.	
b. Proportion is the relationship of one part of a clothing design to another part, to achieve a pleasing effect.	View illustrations from magazines which depict proportion in men's outfits. Note to teacher: Choose students of various sizes to serve as models. Ask each model to try on the following articles of clothing for class observation: --Ties of different widths --Shirts of varying design such as small pattern, large pattern, narrow stripe, and wide stripe. --Coats of varying design such as large plaids, solid colors, small check, wide stripe, and narrow stripe. Draw conclusions about proportion in men's clothing.	

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
c. Rhythm refers to the movement of the eye from one part of clothing design to another part.	Collect and display articles of men's clothing that show rhythm by repetition of lines or gradation of color and sizes. Find examples in magazines of this principle of rhythm as it is applied to men's clothing.	
d. Emphasis refers to one part of a clothing design becoming a focal point.	View pictures of men's clothing which show how one garment or one accessory may be the focal point or center of interest. Determine how this illustrates emphasis. Suggest ways men may use this principle of design in their clothing.	
e. Harmony is achieved when all the parts of a clothing design combine to create a unified appearance.	Describe combinations of men's clothing you have observed that are not harmonious. Evaluation: Locate examples of combinations of men's clothing that are harmonious. Discuss the principles of design which bring about harmony and unity of an outfit.	
C. Factors to Consider in the Purchase of Clothing		
1. Before deciding what clothing is needed, one may wish to consider the following:	Listen to a resource speaker from a local men's store discuss "Building a Coordinated Wardrobe." View samples of men's clothing.	Suggested resource person: representative from local men's store.
a. Present wardrobe	Inventory present wardrobe to determine projected clothing needs.	Appendix II-B, "Basic Wardrobe Checklist," pp. 272-273.

b. Activities

Share with the class an experience of purchasing an item of clothing that was purchased on impulse. Answer the following questions:

--Were you satisfied with the item?
--Was it harmonious with the rest of your wardrobe?
--Was the cost high in relation to its use and your satisfaction with the garment?

Brainstorm the activities in which all class members participate. List these activities.

Discuss the following questions:

--Have you ever participated in a social activity for which you were inappropriately dressed?
--How did you feel?

Specify suitable clothing for the activities listed in the brainstorming session.

Books:
No. 9, Dress, Ch. 9,

No. 14, Exploring Home and Family Living, Ch. 29.
Booklet No. 52, "What Everyone Should Know About Men's Fashion."

Find illustrations of clothes suitable for the occasions listed that are also the best selections for your body build and color.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Give some reasons for wardrobe planning such as the following: --Clothing purchases are more likely to fit into wardrobe. --The colors selected are more apt to be harmonious with the rest of the wardrobe. --One is able to plan garments that mix and match. --Clothing money goes farther. --Other reasons	Booklet No. 5, "Building A Basic Wardrobe."
	Evaluation: Plan your wardrobe needs in terms of your present wardrobe and your individual activities.	
2. Fashion Versus Fad	Bring in pictures of a variety of men's styles which have been worn since World War II.	
a. Fashion is the accepted or current style of dress.	Group work: Find magazine pictures of fashions that are currently popular in men's clothing. Compare current styles with the pictures brought in by class members. Notice how certain items of dress have changed.	Booklet No. 47, "Today's Fashion in Menswear."
	Identify styles of clothing worn by class members that have been accepted styles for many years in men's clothing.	Book No. 4, Call Me Mister, Ch. 13. Booklet No. 52, "What Everyone Should Know About Men's Fashion."
	Share current magazine articles on men's fashion.	Current magazines

	Complete the fashion games for guys.	Booklet No. "Fashion Games for Guys."
b. A fad is an item of dress that usually does not last long in the fashion world.	Read information on fashions and fads. Identify fad items that are currently in style in men's fashions. Participate in buzz groups and list reasons why fads are popular. Discuss the question, "How may one determine when to buy basic garments and when to buy fad garments of lesser quality?" Bring to class a fad item and tell the following about the item: --How much it cost --How satisfactory it was in your total wardrobe --How serviceable it was Create a display of the fad items. Evaluation: Write a case study in which someone had to decide between buying a fad item and a basic item. Exchange case studies and give a solution to the one you read.	Book No. 9, Dress, Ch. 1.
3. Quality in Construction	Bring to class items of clothing that have not held up well under wear. Explain why the clothing did not wear well. Read for information on judging quality in the following men's clothing: --Shirts --Pants --Suits --Other articles of clothing	Books: No. 54, You Are A Consumer, Ch. 7. No. 9, Dress, Ch. 9.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		Booklets: No. 37, "Men's Suits: How to Judge Quality." No. 2, "Appearance Makes a Difference." No. 52, "What Everyone Should Know About Men's Fashions." No. 31, "Know How to Dress and Look."
	Discuss the information gained from the reading assignment.	
	View and discuss transparencies on judging quality in men's shirts.	Appendix II-C, "Judging Quality of Men's Shirts," pp. 274-276.
	Listen to a resource person speak on how to judge quality in men's clothing.	Suggested resource person: local men's store representative.
	Evaluation: Examine two or more garments and determine the quality of their construction.	Garments provided by the teacher.
4. Labeling of clothing provides valuable information for the purchaser.	Read references for information on labels and hangtags.	Books: No. 9, Dress, Ch. 5. No. 12, Experiences With Clothing, Ch. 7. No. 43, Steps in Clothing Skills, Ch. 12. Booklet No. 2, "Appearance Makes A Difference."

a. The following information may be found on labels and hangtags: a. Name of product b. Name and address of manufacturer c. Brand name or trademark d. Fiber content e. Special finishes f. Use and care instructions g. Size h. Guarantees i. Quality or grade j. Selling points	Distinguish between labels and hangtags. Collect labels and hangtags. Make a list of information that may be found on labels and hangtags. Decide the value of labels and hangtags to consumers. Discuss the following questions: --What information on hangtags and labels is required by law? --Do you feel this is adequate? --What is voluntary labeling by industry? View a filmstrip which gives valuable information for the consumer. View a transparency on labels and hangtags.	Filmstrip No. 54, "Textile Scene." Transparency No. 9, "Labels and Hangtags." Booklet No. 57, "You on the Textile Scene."

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Evaluation: Construct a hangtag for a specific garment giving all information which would be helpful to consumers.	
5. Comparative shopping can help the consumer get the best quality of clothing for its intended use and for the amount of money he has to spend.	Examine two shirts. Decide which one is of good quality and which is of lesser quality.	Shirts provided by the teacher.
	Note to teacher: Assign students to compare quality and cost of garments such as the following: --Two shirts of the same price in two stores --Two shirts in same store of different cost --Other garments	
	Use comparison shopping sheet to compare two or more garments.	Appendix II-D, "Comparison Shopping Sheet," pp. 277-278.
	Report findings to class of results of comparative shopping experiment.	
	Discuss the following questions: --Why is it wise to compare garments before purchasing? --Is price an indicator of quality? --Other appropriate questions	
	Evaluation: Complete the following problem situation. John needs a knit shirt to wear with his swim trunks to the beach this summer. He has looked in two stores. One has a good quality knit shirt for $7.98. The other has a knit shirt for $3.95 but it is only of fair quality. Which would you advise him to buy and why?	

D. Care of Clothing		
1. The life and servicability of every garment in one's wardrobe may be increased by proper care.	Read information on daily care of garments.	Books: No. 4, Call Me Mister, Ch. 12. No. 9, Dress, Ch. 7. No. 43, Steps in Clothing Skills, Ch. 13. No. 12, Experiences With Clothing, Ch. 3.
2. Proper care of clothing needs to be practiced daily.	Demonstrate the proper way to hang various items of clothing such as sport coat, slacks, ties, etc. Report to the class on one of the following: --Correct way to put on trousers --Care for suits --Brushing garment --Making simple repairs in garments --Hand washing sweaters --Other appropriate clothing care procedures Read a pamphlet on how to sew on buttons. Observe a demonstration on how to thread a needle, how to sew on a flat button and how to sew on a button with a shank. Practice the following: --Threading a needle --Sewing on both types of buttons	Booklets: No. 2, "Appearance Makes a Difference." No. 52, "What Everyone Should Know About Men's Fashion," p. 10. Pamphlet No. 3, "Bachelor Buttons,"

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Report to the class on the proper care of one of the following accessories: --Ties --Shoes --Socks --Hats --Jewelry --Other accessories	
3. The prompt removal of spots and stains extends the life of garments.	Research information on spot and stain removal.	Books: No. 4, Call Me Mister, Ch. 12. No. 43, Steps in Clothing Skills, Ch. 13. No. 12, Experiences With Clothing, Ch. 3. No. 9, Dress, Ch. 7. Instruction booklet with washer and dryer.
	Interview a spotter at a commercial dry cleaning establishment to get information on stain removal. Compare cost, safety, and effectiveness of various stain removal aids. When given a swatch of material containing a stain, identify the stain, and select and use the proper procedure for its removal. Record the steps taken in the removal of the stain. Report results to the class.	

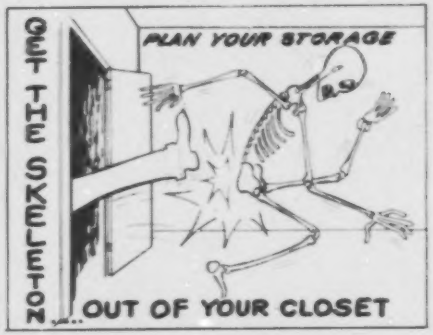
	or Demonstrate the removal of one common stain.	
4. Proper use and care adds to the life of a garment.	Research for information on laundry equipment such as irons, washer, and dryer.	Books: No. 9, Dress, Ch. 7. No. 43, Steps in Clothing Skills, Chs. 20 and 13. Periodicals such as Consumer Bulletin and Consumer Reports.
	Listen to a resource person discuss laundry equipment and techniques.	Suggested resource person: utility company home economist, appliance salesman.
5. Different laundry supplies and procedures need to be used for various types of fabrics.	View a filmstrip on laundry procedure. After watching the filmstrip, discuss the following: --Importance of reading labels before laundering garments --Laundry supplies needed --Water temperature and softeners --Soap and detergents --Bleaches --Fabric softeners --Starches Observe the differences between hard and soft water. Find out the hardness of water in the local area.	Filmstrip No. 14, "Focus on the Family Wash," or other suitable filmstrips on laundry care.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View transparencies on soaps and detergents.	Teaching Unit No. 5, "Laundering," Topic 7, Transparencies 7a-7e.
	Demonstrate the use of a washer and a dryer.	Manufacturer's Instruction Booklet
	Note to teacher: Construct a bulletin board entitled, "Steps to a Successful Wash."	Bulletin board suggestion:
6. The steps to a successful wash include the following: a. Sort articles carefully. b. Pretreat excessive soil before washing. (cont.)	Determine the steps to a successful wash. Write these steps on cards and place them on the foot prints on the bulletin board.	Teaching Unit No. 5, "Laundering," Topic 7.

c. Use correct wash water temperature. d. Use right kind and amount of washing products. e. Know your washer and how to use it. f. Use correct washing action. g. Rinse items thoroughly. h. Dry clothes properly.	Take a field trip to a commercial laundry to observe their washing procedures. Research information on how to wash permanent press garments. Demonstrate drying of two permanent care garments. Remove one from the dryer when dry and hang. Leave the other in the dryer for a longer period of time. Observe the difference.	Booklet No. 52, "What Everyone Should Know About Men's Fashions."
7. Pressing a garment correctly improves its overall appearance.	Demonstrate the correct ironing or pressing of the following: --Shirt --Trousers --Other garments	Books: No. 9, Dress, Ch. 7. No. 43, Steps in Clothing Skills, Ch. 13.
8. Dry cleaning is more suitable for some types of fabrics than laundering.	Read about commercial dry cleaning techniques. Identify the purpose of the National Institute of Drycleaning. Take a field trip to a local dry cleaning establishment to observe methods of cleaning. or Listen to a local dry cleaner talk about clothing care and dry cleaning.	Book No. 9, Dress, Ch. 7.

II. Man's Eye View of Clothing

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss the advantages and disadvantages of coin-operated dry cleaning. Compare cost of dry cleaning done at a coin-operated machine and that done by a local dry cleaning establishment.	
9. The utilization of available clothing storage space requires planning.	Note to teacher: As an interest approach, prepare a bulletin board on clothing storage.	Bulletin board suggestion: 
	Read information on the correct organization of clothing storage space.	Books: No. 43, Steps in Clothing Skills, Ch. 14. No. 9, Dress. Ch. 7.
	Demonstrate how one may organize drawer space.	

Discuss ways to properly utilize hanging space.

Sketch your closet showing an organized way of storing clothing.

Plan to adopt these ideas in your own storage area.

List inexpensive closet accessories which help utilize storage space such as plastic bags, unusual boxes, etc.

Evaluation: Draw a name of a garment from a grab bag; tell the daily, weekly and occasional care this garment would need and describe the procedure you would use.

E. Basic Clothing Construction Techniques

Note to teacher: If the class is particularly interested in learning clothing construction, refer to "Clothing Ideas For You" in the 8th grade Consumer Homemaking Guide. The following are some suggested garments:

--Dashiki
--Poncho
--Tie
--Vest
--Gym bag
--Barbecue or shop apron

or

Direct the class in the use and care of the machines and let each student make a minature garment.

MAJOR CONCEPT: III. Men, Man the Food

SUPPORTING CONCEPTS:

A. Selecting Nutritious Foods

B. Table and Meal Service

C. Management for Food Preparation

D. Dining Out

UNIT OBJECTIVE: By participating in the activities suggested in this unit, the student will develop some skills in selecting, preparing, and serving foods and in dining out.

STUDENT PERFORMANCE OBJECTIVES: The student will:

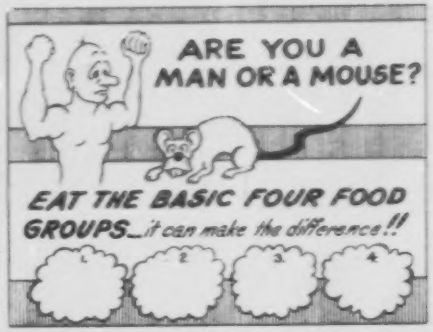
A. State the significance of the basic four food groups in a well balanced diet.

B. Demonstrate the use of correct table setting, meal service and table manners.

C. Practice safety, cleanliness habits, and basic food preparation techniques while working together in the laboratory.

D. Practice acceptable manners and the role and responsibilities of a host when dining out.

II. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Selecting Nutritious Foods		
	Note to teacher: As an interest approach, prepare a bulletin board entitled, "Are You A Man Or A Mouse?"	Bulletin board suggestion: 
1. Basic Four Food Groups		
a. The basic four food groups include the following: (1) Milk and milk products (2) Bread and cereal (3) Fruits and vegetables (4) Meat, fish, poultry, and eggs	Group work: Plan what the group considers to be an adequate diet for a teenager for one day. Find pictures or use food cutouts which represent these foods. Display the group's selection of foods on a flannel board or poster.	Poster No. 1, "A Guide To Good Eating."
b. The basic four food groups provide a practical and quick method for making adequate food selections for nutritious daily meals.	Study and discuss reference materials which recommend the use of the basic four food groups as a guide for selecting an adequate diet.	Books: No. 57, Your Home and You, Ch. 5. No. 13, Experiences With Foods, Ch. 1. No. 55, Your Foods Book, Ch. 4.

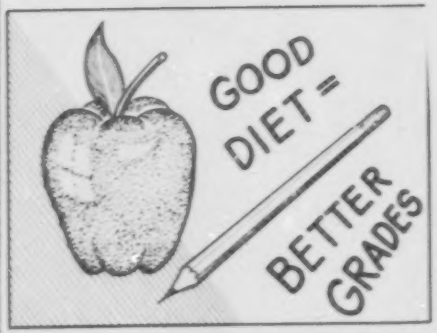
	Add to or take away from the group's original selection to make an adequate food plan for one day, based on the basic four. Note to teacher: Choose the best diet displayed by the groups. Use the foods they selected to complete the bulletin board. Point out how the requirements for each of the basic four food groups were fulfilled in the menu selected to use on the bulletin board. Review foods found in each of the basic four food groups. Play the game, "Basic Four Bingo."	Teaching Guide No. 2, "Consumer Homemaking Food and Nutrition Curriculum Guide."
c. One needs foods from each basic four group each day.	List all foods eaten for one day. Determine if the foods eaten fulfill the recommended number of servings for each of the basic food groups. Decide what foods could have been added or substituted to the diet to have provided an adequate number of servings of each of the food groups. Ask a friend outside of your class to list the foods he ate for one day. Advise the friend if his diet contains the recommended number of servings from each group and how his diet could be altered to fulfill the basic requirements. Report the results to the class. Plan an adequate menu for one day using the basic four foods groups as a guide.	Book No. 16, First Foods, Ch. 3.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
2. Essential Nutrients		
a. The six nutrients essential for good health, vitality and appearance are the following: (1) Proteins (2) Carbohydrates (3) Fats (4) Vitamins (5) Minerals (6) Water	Read references and determine the following: --The names of the six nutrients --The main function of each nutrient --The basic four food group in which each nutrient is found Make a chart depicting the above learnings.	Books: No. 51, The World of Food, Ch. 25. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 18.
b. Correct nutrition aids a person's health, energy, and appearance in the following ways: (1) Good posture (2) Well-developed body (3) Clear skin (4) Glossy hair (5) Strong teeth and nails (6) Energy and vitality (7) Prevents disease (8) Aids growth and repair of tissues.	Brainstorm why it is important to practice good nutrition.	Book No. 4, Call Me Mister, Ch. 34.

View a poster entitled "Good Diet = Better Grades." Identify the relationship of good diet and better grades.

Poster suggestion:



3. Snacks

Note to teacher: It is suggested that a review of the basic four food groups be included as foods from each group are studied and prepared.

View a display of snack foods or a poster containing pictures of snack foods such as candy, cake, ice cream, pizza, hamburgers, pickles, carrots, cookies, apples, peanuts, milk, cheese and cola.

Brainstorm favorite snack foods of teenagers.

Note to teacher: List the foods mentioned in the brainstorming session on the chalkboard.

a. The utilization of the basic four food groups in snack selection will result in a more adequate diet.

Identify the basic food group to which each snack belongs. Indicate snack foods which do not belong in any of the basic four food groups.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Read references and determine the following: --Why it is unwise to eat snacks instead of a meal --How snack foods can add fun and variety to the daily diet --Why snack foods can have an important place in the diet --Why snack foods need to be carefully selected --Why it is inadvisable to eat certain snacks late at night	Books: No. 33, Lessons In Living, Lesson 5. No. 16, First Foods, Ch. 1.
b. Foods which contain calories but little nutritive value are referred to as "empty calorie" foods.	List favorite snack foods. Identify the food value of these snacks. Determine which snacks are empty calorie foods. Identify the changes you need to make in snack habits in order to receive nutritional benefits from snacks. Estimate the amount of money spent each week on snacks. Compare estimate with classmates. Bring in an advertisement of a snack food. Discuss the effect of advertising on the purchase and eating of snacks. Man-on-the-Street Interview: Interview teen-age friends to determine their snack habits. Summarize the snack food habits of the students interviewed. Note to teacher: Encourage the students to use tape recorders for the interviews. These interviews could be taped during the lunch period.	

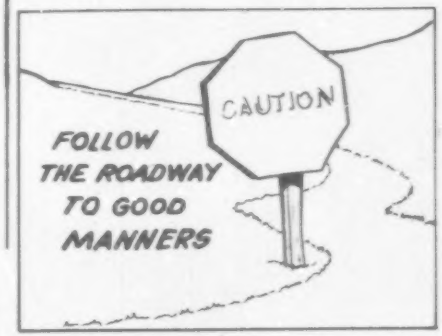
	Review ways to complement the diet using snack foods.	
	From snacks displayed by the teacher, select those that would complement a typical teenager's diet.	Book No. 13, Experiences With Foods, Ch. 1.
c. Snacks selected unwisely often contribute to problems such as the following: (1) Poor complexion (2) Overweight (3) Malnutrition	Determine the relationships of snack selection and personal appearance.	
	Complete the following open-ended statement: "Snack foods have an important place in the diet and need to be carefully selected because . . ." Evaluation: Complete an objective test on selecting nutritious foods.	
B. Food Service		
1. Table Setting	Pre-test: In small groups using one complete place setting, arrange table setting items as the group believes they would appear on a correctly set table.	
	Read references, discuss, and correct mistakes your group made in the placement of the place setting.	Books: No. 46, Teen Guide to Homemaking, 3rd ed., Ch. 16. No. 55, Your Foods Book, Ch. 7. No. 13, Experiences With Foods, Ch. 25.
a. The accepted patterns of table setting are based on eye appeal, ease, and convenience of service.	Determine why there are rules for correct table setting.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View illustrations in magazines of attractive table settings. In class discuss the various components as to eye appeal and placement for convenience.	
	Committee Work: Read references, present and explain the use of various pieces of dinnerware, flatware, and glassware.	Books: No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 26. No. 57, Your Home and You, Ch. 13.
	Discuss the desirability of using convenience items such as plastic placemats, paper napkins, and plastic dishes. Decide when other more formal type of table appointments are needed.	
b. The centerpiece adds beauty to the table setting. It should be (1) simple, (2) low, (3) colorful, (4) in keeping with other table appointments.	Read reference and discuss the value of a centerpiece, ideas for various centerpieces and rules for their use.	Book No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 26.
	In small groups, use various types of appointments to arrange attractive table settings with the various kinds of dinnerware, flatware, glassware, linens, placemats, napkins, and centerpieces available in the department. Vote to determine the most attractive table according to standards previously set.	

2. Table Service		
a. Table service implies a convenient setting and enough individual attention so that the food may be enjoyed by everyone.	Read references and discuss various types of meal service and ways the table settings may differ with each type of service.	Books: No. 55, Your Foods Book, Ch. 7. No. 46, Teen Guide To Homemaking, 3rd edition, Ch. 26. No. 13, Experiences With Foods, Ch. 25.
	Participate in a roundtable discussion on how food is served in home or school on special occasions.	
b. The type service selected depends upon the following: (1) The occasion (2) What food is served (3) Special family or community customs (4) The number of people to be served	Cite uses and advantages of various types of table service.	
	Indicate ways you might serve food for the following occasions: --A luncheon for the track team --A family dinner in honor of a birthday --A football banquet --A wedding reception --Other occasions	
	Read reference and determine the basic rules for serving a table and the role of the waiter, host, hostess, family members and guest.	Book No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 26.
c. Knowledge of the role of each individual in table service will aid one to feel at ease.	Role play: With persons acting as the host, hostess and guest, practice serving food and removing dishes from the table. Demonstrate the role of the host, hostess and guest.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
d. Snacks may be served a variety of ways such as: (1) Buffet service (2) T.V. Trays (3) Finger service (4) Outdoor picnic	Read reference on service of snacks. Plan, prepare, and serve a simple snack such as party mix, popcorn, simple sandwiches, etc.	Book No. 18, Foods in Homemaking, Ch. 11.
3. Table Manners	View a filmstrip about table manners. or	Filmstrip No. 53, "Table Manners."
a. The guidelines or rules for accepted practices of behavior are called etiquette.	Read reference and define etiquette. Draw conclusions as to why it is important to use good manners everyday.	Book No. 33, Lessons in Living, Topic 5, Lesson 3.
b. Your consideration for other people is indicated by your table manners.	Determine what your manners tell others about you by remembering the table manners that were exhibited in the snacks laboratory. Recall eating habits you feel are most objectionable. Decide the opposite and correct practice. List these correct manners around a caution sign on a poster entitled "Follow the Roadway to Good Manners."	Poster suggestion: 

c. Unpleasant talk at the table may ruin a meal and upset someone's digestion while good conversation helps make mealtime more relaxed and enjoyable.	Answer the question, "Why is it important to have pleasant conversation at mealtime?" List pleasant and unpleasant topics of conversation for mealtime discussion. Observe the mealtime manners of students in the school cafeteria. List the poor manners observed and make suggestions for their improvement. Draw a poster or a cartoon entitled "Mr. Manners" depicting good manners to practice during mealtime. Form "buddy teams" to remind each other to practice good table manners in the class and in the cafeteria. Role play the following: --Correct seating --Use of napkin --Use of silver pieces --Cutting meat --Passing food --Host serving --Pleasant conversation Evaluation: Play game "Tic-Tac-Toe and Tell." Note to teacher: Prepare true, false statements about table setting, table service and table manners for the above game.	Directions for game are found in Unit I, p. 20.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
C. Management for Food Preparation 1. Work Habits a. Use of Utensils and Equipment: (1) Becoming familiar with equipment and its location aids one in future meal preparation.	Tour the food lab. Look in cabinets and drawers. Make a list of kitchen tools you recognize. Describe their use. Take back to your table pieces of equipment for which the name or use are not known. Research references to determine the name and use of the above small equipment. Show the piece of equipment you researched to the class and share the information you learned. View a filmstrip on kitchen equipment. Note to teacher: Divide the class into small groups and present them with a list of kitchen tools that are found in each unit kitchen. Ask them to collect the tools listed in order and place them on a tray. The first group to complete the task wins.	Books: No. 51, The World of Food, Ch. 3. No. 46, Teen Guide to Homemaking, 3rd ed., Ch. 20. Filmstrip No. 47, "Small Wonders in the Kitchen."

	Scavenger hunt: Collect designated utensils and place them in order on a tray. Grab bag: Draw a slip of paper from a bag which contains a food preparation task. Identify the proper kitchen tool or tools that would be used for that task. The following are examples: --This is the tool I would use to remove a core from an apple. --This is the tool I would use to stir a mixture on the stove. --This is the tool I would use to cut bread or sandwiches. --This is the tool I would use to lift cookies from a cookie sheet.	
	Read references and determine the reason for the placement of equipment in certain work centers and how they need to be placed for ease and convenient use.	Books: No. 13, Experiences With Foods, Ch. 8. No. 36, Management for Better Living, Ch. 9.
(2) Kitchen utensils are placed in work centers to save time and energy. They are arranged in order of anticipated use together with other tools that are used for the same or similar tasks.	Observe a demonstration on the use and care of large gas and/or electrical equipment.	Demonstration given by the teacher or utility home economist.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(3) Following the instructions given in a use and care manual for major appliances aids in the preparation of food and increases the lifetime of the appliance.	Determine the importance of following the use and care manuals in the operation of major appliances.	
	Demonstrate the use of the small equipment available in the laboratory by using them to prepare simple snacks. The following are some examples: --Open a can of chocolate syrup with an electric can opener. --Make a milk shake using an electric blender. --Heat a frozen pizza in an electric toaster or toaster oven. --Mix a chip dip with an electric mixer.	
b. Safety:		
(1) When safety precautions are practiced, accidents may be avoided.	View a filmstrip on safety practices in the kitchen. or Read references on safety practices to be used in the foods laboratory.	Filmstrip No. 43, "Safety in the Kitchen." Books: No. 33, Lessons In Living, Unit 1, Topic 2, Lesson 4. No. 24, Homemaking for Teenagers, 6th edition, Book I, Ch. 8.

		No. 46, Teen Guide To Homemaking, 3rd edition, Chs. 8 and 20. No. 13, Experiences With Foods, Ch. 2.
	Listen to a resource person discuss causes and prevention of accidents in the home and methods of extinguishing fires. Discuss the use of a fire extinguisher or view a demonstration on how to use a fire extinguisher. Note to teacher: Create some examples of hazards in the unit kitchens such as the following: --A recipe book near a gas burner --An electrical cord across a burner on an electric range --Pan handles extended outward --Cabinet doors ajar or open --Knives stored improperly --Other hazards	Suggested resource persons: fireman, member of an emergency squad.
(2) Accidents do not happen; they are caused. Whether at home or in the foods laboratory, one must be alert to prevent needless injury.	Group work: Find and list safety hazards that have been set up in the unit kitchens.	
	Discuss newspaper clippings on home accidents and determine how accident could have been avoided. Listen to designated students describe hypothetical kitchen accidents. Suggest ways the accidents may have been prevented.	Newspaper

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
c. Sanitary Practices (1) The use of sanitary measures when working with food preparation helps to assure good health and a desirable finished product.	Read reference and list sanitation practices to be followed in the foods laboratory and in the kitchen at home. The following are examples: --Wash hands before beginning work. --Do not comb hair over food. --Do not lick spoon or fingers. --Other practices Listen to a resource person discuss the sanitary practices in food handling. Group work: Prepare skits dramatizing some common food handling errors, such as the following: --Tasting from the stirring spoon --Wiping hands on a dish towel, apron, or clothing --Wiping nose and not washing hands --Scratching head and returning hands to the food --Other errors Detect the errors illustrated in the skits produced by each group other than your own.	Books: No. 11, Experiences In Homemaking, Ch. 4. No. 13, Experiences With Foods, Ch. 2. No. 41, Personal Perspectives, Ch. 9. Suggested resource persons: restaurant manager, cafeteria manager, health department representative.

(2) Dish washing is easier and more efficient if the following rules are observed: --Organize dishes and supplies. --Prepare dishes for washing. --Practice safety. --Wash with hot soapy water in proper order. --Rinse in hot water. --Air dry. --Store dishes. --Share responsibilities.	<u>View</u> the filmstrip on washing dishes. <u>Discuss</u> important points to remember. or <u>Read</u> references on washing dishes. <u>Divide</u> into groups and <u>list</u> points to remember. <u>Note to teacher</u>: Reward the group with the best list. <u>Demonstrate</u> washing dishes correctly. <u>Observe</u> a demonstration of the care and use of the dishwasher. <u>Develop</u> a "cleaning code" for use in the foods laboratory.	Filmstrip No. 26, "How to Save 30 Minutes a Day." Pamphlet No. 24, "How to Save 30 Minutes a Day." Books: No. 46, <u>Teen Guide to Homemaking</u>, 3rd edition, Ch. 26. No. 36, <u>Management for Better Living</u>, Ch. 5.
d. Working Together In Groups (1) Working with others in the foods laboratory will be easier and more pleasant if each worker assumes the responsibility of the job assigned.	<u>Group work</u>: <u>Determine</u> the following: --The qualities of a good group member --Personal characteristics of good workers --Guide for working together effectively --Ways of distributing jobs --Other hints for working together in groups	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Role play some of the causes of disagreements in a foods laboratory. Include the following: --Teasing --Flipping with a dish towel --Flipping or spraying water --Using equipment which belongs in another unit kitchen --Refusing to work or completing the job too slowly Establish rules or guides to be followed if the above types of misconduct occurs during a foods laboratory preparation.	
(2) A work plan helps a group work together smoothly because each person knows what he is to do and when to do it.	Examine work plan form and discuss the importance of a work schedule for preparing foods. Assign duties for a "slice and bake" cookie laboratory. Prepare and serve cookies.	
(3) Individual reliability and teamwork contribute to group success in the preparation of food.	Evaluate the group's ability to work together, to follow a work plan, to finish on time, to replace equipment and to clean up properly.	
2. Utilization of Resources		
a. Time	Cite how the work plan simplified the work and saved time during the "slice and bake" cookie lab.	

	Based on the group evaluation, suggest ways time may be saved in the next foods laboratory preparation.	Book No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 20, p. 401.
	View a filmstrip which depicts a father preparing a steak dinner and his need to plan ahead and organize his time to prevent disaster in the kitchen.	Filmstrip No. 35, "Organizing and Preparing Meals."
(1) A workable time schedule aids the preparation and service of foods.	Read references and determine why it is important to have a work schedule when preparing a meal at home as well as when working together in a foods laboratory.	Book No. 33, Lessons In Living, Topic 2, Lesson 5.
(2) Dovetailing means doing two or more things at the same time and is necessary in meal preparation if all foods for the meal are to be ready at the same time.	Define dovetailing and determine how dovetailing can save time and energy.	Books: No. 30, How You Plan and Prepare Meals, Ch. 28. No. 36, Management for Better Living, Chs. 3 and 7.
	List ideas that can save time when preparing meals at home.	Book No. 46, Teen Guide to Homemaking, Ch. 20, 3rd edition.
b. Energy		
(1) The organization of activities in meal preparation saves energy as well as time.	Using the above list, place a check by each item that would also save energy when preparing a meal.	
(2) The following is a list of energy saving food preparation ideas: --Arrange work space for convenience. (cont.)	Decide how tasks may be simplified to conserve energy.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
--Keep working space orderly. --Use both hands. --Use the correct utensil --Use a tray. --Combine trips to a central storage area. --Eliminate unnecessary tasks.	Group work: Set up a time and energy saving study and report the results to the class. The following are suggested ideas: --Remove dishes from a table with and without a tray. --Get all supplies or equipment together before beginning to work as opposed to going after each item as it is needed.	
(3) Efficiently arranged kitchens save time and energy in meal preparation.	Observe the overall plan for the placement of all the equipment in the foods laboratory. Read the inventory list on the door or drawer of each cabinet to become familiar with where everything is to be kept. Plan a work schedule for a meal depicted in a picture shown you by the teacher.	

c. Money

Read references or shopping techniques.

Books:
No. 33, Lessons in Living, Unit 1, Topic 4, Lesson 1.
No. 13, Experiences With Foods, Ch. 9.
No. 41, Personal Perspectives, Ch. 10.

(1) The following ideas may save time and money when shopping for groceries:

--Check cabinets for supplies on hand.
--Plan menus.
--List items needed.
--Read food ads.
--Determine the store offering the best buys.
--Select only items on the above list.

List some preparation steps for grocery shopping on a poster or bulletin board.

Poster or bulletin board suggestion:

Complete the following activities to determine trends in grocery shopping:

--Brainstorm who does the shopping.
--List the advantages of shopping at certain times of the week, month, or year.
--Prepare and present skits on shopping courtesies and discourtesies.
--Debate, "It is better to shop at a large supermarket rather than at a small grocery store.

(2) The following are the ABC's of wise food buying:

--Avoid impulse buying. (cont.)

View a filmstrip on food buying practices.
Review and discuss the main points brought out in the filmstrip.

Filmstrip No. 3, "Buying Food Wisely."

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
--Buy in season. --Consult labels.		
	Discuss factors which affect the cost of food such as season of the year, grades, brands, etc.	
(3) Reading the descriptive information on the label aids the shopper in making intelligent choices.	Read references and determine some basic information about labels, such as the following: --Definition of label --Information the government requires on labels --Information many companies include on labels	Booklet No. 27, "It's On The Label." Book No. 46, Teen Guide To Homemaking, 3rd edition, Ch. 19.
	Note to teacher: Prepare the suggested bulletin board and have students complete it using the information they acquired from the reading assignment.	Suggested bulletin board:

Bring to class labels from two recent food purchases. Examine the labels and report the following findings to the class:

--The required information given on the labels
--Additional information given on the labels

Note to teacher: As an interest approach, prepare the suggested poster or bulletin board concerning advertisements. Display advertisements in the puffs of smoke.

Suggested poster or bulletin board:

(4) Comparison shopping using the advertisements in the newspaper helps one save money and plan shopping before going to the market.

Read a newspaper to compare the methods of advertising used by various stores. Look carefully at items advertised and determine if any food is cheaper at one store than another. Answer the following questions:

--Do the advertisements tell the quality of the food?
--Do they tell the size?
--Do they tell the brand names?

Compare an item found in more than one advertisement and select the best buy. Point out how the decision was made.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(5) Becoming aware of practices in the market today aids the consumer in being a wise shopper.	Select sample ads to complete the bulletin board or poster. Take a field trip to a local supermarket. Observe the following: --The way in which foods are grouped together in the market --Advertisements within the market --Services provided by the store for convenience and to make shopping more enjoyable for the customer, but that may add to the cost of overhead --The way foods are packaged --The cost of partially prepared foods as compared with unprepared foods --Other conveniences or practices Summarize the learnings from the above field trip. Note to teacher: Determine the amount of money available at this time for a foods laboratory and tell each group how much money they may spend.	
(6) It is important to use our financial resources to the best advantage when working in the foods laboratory.	Use the newspaper to discover the most economical buys and plan a simple meal or foods item, keeping within the established budget.	

d. Materials		
	Brainstorm how money may be saved by the way food is utilized and stored. Determine ways the misuse of food may add to the cost, such as the following: --Buying in too large a quantity to use or store properly --Wasting food in preparation such as peeling away too much of the potato, etc. --Other misuses	
(1) The way food is stored affects the amount of food waste.	Read references and determine methods of storing various types of foods.	Books: No. 33, Lessons In Living, Unit 1, Topic 4, Lesson 1. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 19. No. 24, Homemaking for Teenagers, 6th edition, Book I, Ch. 9.
	or	
	View a filmstrip on storing foods and summarize important learnings from the filmstrip.	Filmstrip No. 50, "Storing Foods."
	Examine storage facilities in the foods laboratory. Designate the best place to store each kind of food in the basic four food groups. Examine a display of containers suitable for storing and/or freezing foods. Observe demonstrations of the following procedures: --Packaging foods for the freezer --Wrapping a sandwich for a lunch --Storing left overs in the refrigerator	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(2) Proper storage of foods reduces the following: --Food spoilage --Time and energy spent in food preparation --Risk of food poisoning	Formulate a list of do's and don'ts when storing foods. Include items relative to air, moisture, temperature, insects, length and place of storage.	
(3) The quality of food is affected by storage methods.	Check the foods laboratory to determine if the food supplies and laboratory prepared foods are properly stored.	
3. Interpreting A Recipe		
a. Comprehending A Recipe		
(1) A recipe tells us the following: --Ingredients --Amount of each ingredient to use --Directions for mixing and combining the ingredients --Directions for cooking --Tests for determining doneness of food --Number of servings the recipe makes --Suggested ways to serve the food	Read references and determine what information a recipe gives.	Books: No. 51, The World of Food, Ch. 4. No. 11, Experiences In Homemaking, Ch. 4. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 29. No. 33, Lessons in Living, Unit I, Topic 2, Lesson 1.

(2) Comprehension of recipes will be aided by the progression from simple to more complex recipes.	Examine a recipe to see if all the necessary information is included.	
b. Cooking Terms, Abbreviations, and Equivalents		
(1) An understanding of cooking terms and abbreviations used in recipes contributes to a more effective use of a recipe.	Examine some recipes to find abbreviations and cooking terms which are not understood.	
	Read references and define cooking terms used in recipes.	Books: No. 33, Lessons In Living, Glossary 1 and 2. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 20. No. 57, You and Your Foods, p. 353.
	or	
	View a filmstrip on cooking terms and write the definition of each term given.	Filmstrip No. 57, "Understanding Cooking Terms."
	Complete a crossword puzzle on cooking terms.	Appendix III-A, "Cooking Terms Crossword," pp.279-280.
	View transparencies on recipe abbreviations.	Transparencies No. 8, "Interpreting A Recipe."
	or	
	Read references on recipe abbreviations.	Books: No. 51, The World of Food, Ch. 4. No. 13, Experiences With Food, Ch. 26.
	Compile a list of common abbreviations used in recipes.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(2) Understanding equivalents for measurements aids one in following a recipe when the correct measuring equipment is not available or the recipe is to be divided or doubled.	Complete a chart of equivalents given by the teacher. Note to teacher: Prepare a list of equivalents for the students to demonstrate, such as the following: --3 teaspoons = 1 tablespoon --4 tablespoons = 1/4 cup --1 stick butter = 1/2 cup	Books: No. 24, Homemaking for Teenagers, Book I. No. 13, Experiences With Foods, Unit 9. No. 51, The World of Food, Ch. 4.
c. Measuring Accurately		
(1) Accurate measurement is dependent upon the following: --The correct choice of measuring equipment for the ingredient to be measured --The correct use of measuring equipment	View a filmstrip containing basic information about measuring ingredients accurately. or Read references on measuring accurately and determine how different types of ingredients should be measured and types of equipment to be used.	Filmstrip No. 31, "Measuring Accurately." Books: No. 13, Experiences With Foods, Unit 9.

		No. 46, Teen Guide To Homemaking, 3rd edition, Ch. 20. No. 33, Lessons In Living, Unit 1, Topic 2, Lesson 1. No. 51, The World of Food, Ch. 4.
	Discuss the following mistakes in measuring and the consequences to be expected in each case: --Using 1 tablespoon of baking powder instead of 1 teaspoon --Using 1 cup of milk instead of 1/2 cup --Failure to pack brown sugar when measuring --Failure to sift flour before measuring	
(2) To ensure desired results it is wise to measure all ingredients accurately.	Observe a demonstration of measuring various ingredients correctly. or Select an assignment and demonstrate the measurement of ingredients such as the following: --1/2 cup brown sugar --1 cup flour --1 teaspoon salt --1 tablespoon baking powder --Other ingredients Summarize the value of a recipe and indicate the possible outcome of not understanding or following a recipe correctly. Evaluation: Plan, prepare and serve a simple meal using the learnings developed under the above subconcept.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Note to teacher: More food laboratory experiences are suggested than you may be able to include. It is hoped that you will consider your budget and the time allowed for the unit when selecting suitable laboratory experiences.	
4. Principles of Preparing Simple Foods		
a. Beverages		
(1) Beverages add enjoyment to meals as well as furnish the body with needed fluid and, in most instances, with food nutrients.	List favorite beverages. Discuss one's choice of a beverage for a snack or with a meal.	
	Review the basic four food groups to which the beverages listed above belong.	Books: No. 13, Experiences With Foods, Ch. 6. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 18.
	Cut pictures from magazines and prepare a bulletin board or poster illustrating a variety of beverages.	Magazines
	Review manners when drinking a beverage.	Book No. 25, Homemaking for Teenagers, Book I, 5th edition, Ch. 10, p. 393.
	Survey cook books, read recipes, and select a recipe for a simple beverage such as lemonade, fruit punch or milk shake.	

	Identify the nutritive value of the beverage selected. Prepare a beverage incorporating the above learnings.	
	Brainstorm to determine the forms in which milk is available today.	
	Define the following types of milk: --Whole --Dried --Homogenized --Evaporated --Skimmed --Sweetened and condensed	Books: No. 57, Your Home and You, Ch. 8. No. 41, Personal Perspectives, Ch. 10. No. 13, Experiences With Foods, Ch. 6.
	Suggest ways to use each type of milk defined above.	
	Review tips for storing milk.	Books: No. 57, Your Home and You, Ch. 8. No. 13, Experiences With Foods, Ch. 6.
	Recall the number of servings of milk needed each day by teenagers. Review the nutrients provided by milk and milk products and their function in the body.	
(2) Milk scorches readily. To prevent scorching, one needs to use a double boiler or a saucepan on low heat.	Read references and discuss cooking principles for milk and milk products.	Books: No. 46, Teen Guide To Homemaking, 3rd edition, Ch. 22. No. 13, Experiences With Foods, Ch. 6.
	Prepare cocoa observing the principles of milk cookery, and evaluate the results.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
b. Fruits and Vegetables		
	Brainstorm various forms in which fruits are available. Make a list of the variety of fruits known and add to the list by reading references on fruits.	Books: No. 16, First Foods, Ch. 5. No. 24, Homemaking for Teenagers, 6th edition, Book I, Ch. 11. No. 13, Experiences With Foods, Ch. 3.
(1) When choosing fruits, select those that are fresh, firm, and not overripe.	Establish recommendations for buying fresh fruits.	
	Determine the nutritive contribution of fruits to the diet.	
	Explore cookbooks. Select and prepare a simple fruit recipe such as a quick cobbler using canned fruit, a jello salad with fruit, or a fresh fruit salad.	Cookbooks
	Find and circle the 85 fruits and vegetables in the hidden word puzzle.	Appendix III-B, "Fruit and Vegetable Hidden Word Puzzle," p. 281.
	Find a picture or a description of any fruit or vegetable contained in the puzzle with which you are unfamiliar.	
	Complete a scrambled word puzzle.	Appendix III-C, "The Secret Message of Vegetables," p. 282.

(2) The manner in which fresh vegetables are prepared for cooking and the way they are cooked affect their food value.	View a filmstrip on vegetables.	Filmstrip No. 60, "Vegetable Treasures."
	Read references on the principles of vegetable cookery.	Books: No. 13, Experiences With Foods, Ch. 18. No. 24, Homemaking for Teenagers, Book I, Ch. 11. No. 46, Teen Guide for Homemaking, 3rd edition, Ch. 23.
	Observe a skit on vegetable cookery to determine principles of vegetable cookery and qualities of correctly cooked vegetables. Note to teacher: Allow the group assigned to each unit kitchen to select two vegetables which are unfamiliar to the group, select the correct principle for cooking the vegetables, and prepare them. Group work: Select two vegetables, choose correct ways of cooking the vegetables and prepare them. Arrange the cooked vegetables on a buffet table and participate in a tasting party. Evaluate the vegetables prepared by all groups, according to the following: --Color --Flavor --Texture --Principles of vegetable cookery applied --Attractiveness of finished product	Appendix III-D, "Vegetable Cookery Skit," pp. 283-284.

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Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
c. Protein Foods		
(1) Protein foods include meat, fish, poultry, eggs, milk, cheese, dry beans, dry peas, nuts, and lentils.	Identify the protein foods included in one's diet. Compare the costs of various protein foods such as eggs, cheese, peanut butter with that of meat.	
(2) Protein foods are necessary in the diet for the building of new tissues, for growth, and for the repair of broken-down cells.	Review the function of protein in the body. View a filmstrip on the methods of meat cookery.	Filmstrip No. 25, "How to Cook Meat by Dry Heat."
(3) There is no difference in nutritive value in tender and less tender cuts of meat. They differ only in the kind of cooking required to make them tender and palatable.	Read references and determine how to cook meat by both moist and dry heat. Decide what meats are appropriate for each method.	Books: No. 24, Homemaking for Teenagers, Book I, Ch. 11, No. 13, Experiences With Foods, Ch. 16. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 21.
(4) The tenderness of meat is determined by the following: --Location of the cut --Age of the animal --Amount of fat, connective tissue and muscle --Method of cooking --Use of a meat tenderizer	Discuss the factors which affect the tenderness of meat.	

Read references and discuss government grading and inspection of meats.	Books: No. 41, Personal Perspectives, Ch. 10. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 19. No. 24, Homemaking for Teenagers, Book I, Ch. 11.
View pictures, charts, or transparencies showing the most common retail cuts of meat.	Book No. 13, Experiences With Foods, Ch. 16.
Note to teacher: If it is practical, take the class on a field trip to observe meat being cut for retail sale.	Suggested field trip: butcher shop, meat department of a grocery store, agricultural laboratory, vocational school.
Review the storage of meats in the home including maximum storage time, preparation for freezing, etc.	
Observe a demonstration on methods of meat cookery given by a resource person or the teacher. or Plan and prepare a meat dish such as one of the following: --Broiled hamburger --Round steak cubes cooked in a fondue pot --Chili containing braised ground meat --Beef stew	Suggested resource person: utility company home economist.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(5) An understanding of the value of fish in the diet and a knowledge of the varieties available will aid in the planning of new and interesting menus.	Recall the nutritive value of fish in the diet.	
	Read references to determine the following: --Forms in which fish may be purchased --The wide variety of fish available --Hints for the wise selection of fish --Proper methods of storing fish --Principles of fish cookery	Books: No. 24, Homemaking for Teenagers, Book I, Ch. 11. No. 13, Experiences With Foods, Ch. 17. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 21.
	Watch a resource person demonstrate the cleaning, boning, and filleting of fresh fish	Suggested resource persons: local fisherman, butcher.
	Prepare fish by several of the following methods: --Steaming --Poaching --Frying --Broiling --Baking	Book No. 13, Experiences With Foods, pp. 440-443.
	Arrange the fish on a buffet table and sample the fish prepared by each method.	

(6) Dry heat methods such as broiling, roasting, and frying are suitable for cooking young poultry. Older birds require moist heat such as stewing or braising.	Brainstorm the kinds of poultry available today. Read to determine the kinds of poultry available on the market and the principles of poultry cooking. or View a filmstrip on poultry cooking. Prepare poultry, preferably a turkey or roasting chicken. Demonstrate carving techniques.	Books: No. 41, Personal Perspectives, Ch. 10. No. 55, Your Foods Book, Ch. 8. No. 13, Experiences With Foods, Ch. 17. Filmstrip No. 24, "How to Cook Chicken." Book No. 13, Experiences With Foods, Ch. 17.
(7) Cereal products such as macaroni, cracked whole wheat, and bread crumbs may be combined with meat to extend meat flavors and make the dish more filling. Vegetable proteins such as dry beans, dry peas, gelatine and nuts are considered meat alternates.	Cite meat extenders and meat alternates and compare their cost, nutritive value, and flavor with that of meat. Prepare a main dish using a meat extender such as noodles, rice, macaroni, spaghetti, etc. Note to teacher: You may wish to combine the above laboratory experience with a cheese laboratory and prepare macaroni and cheese.	Books: No. 13, Experiences With Foods, Ch. 11. No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 18.
(8) Cheese becomes tough and stringy when cooked at a high temperature.	Review the effect of using high temperatures when cooking milk and cheese.	Book No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 22.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Group work: Plan and prepare a cheese main dish. Evaluate the results.	
(9) Eggs are amply supplied with vitamins, minerals, protein and fat.	Cite the nutritive value, the uses and the care of eggs.	Books: No. 13, Experiences With Foods, Ch. 5. No. 24, Homemaking for Teenagers, Book I, Ch. 11.
	View pictures of broken eggs of various grades.	Books: No. 46, Teen Guide to Homemaking, 3rd edition, Ch. 19. No. 13, Experiences With Foods, Ch. 5.
(10) Eggs will remain fresh for 2 to 4 weeks when stored in the refrigerator. The carton in which they are sold is suitable for storage.	Review points to remember in the home storage of eggs.	
	Describe the characteristics of a fresh egg when broken.	
	Observe a demonstration on how to break an egg. Note how the egg yolk stands and the consistency of the egg white. View an egg yolk being separated from the egg white. Watch an egg white being beaten. Notice the characteristics of the egg white when it is slightly beaten, stiffly beaten, and very stiffly beaten.	Book No. 24, Homemaking for Teenagers, Book I, Ch. 11.
	or	
	View transparencies on the selection, use and preparation of eggs.	Transparency No. 3, "Eggs"

(11) Eggs like other protein foods are more tender when cooked at low temperatures.	Discuss the basic principles of egg cookery and different methods of preparing eggs. Stress uses of eggs for meals other than breakfast.	Books: No. 13, Experiences With Foods, Ch. 5. No. 16, First Foods, Ch. 9.
	Cook an egg using the recipe of your choice.	Book No. 13, Experiences With Foods pp. 367-372.
	Evaluate the egg cooked, using a score card.	Appendix III-E, "Score-cards for Egg Cookery," pp. 285-287.
d. Breads and Cereals		
	Review the contribution of breads and cereals in the diet.	
(1) Many different types of cereal and grain products may be purchased on the market today including the following: --Ready-to-eat cereals --Pre-cooked cereals --Quick-cook cereals --Spaghetti --Macaroni	List types of cereal and grain products and the forms in which they may be purchased.	
(2) Quick breads are so called because they can be prepared in less time than yeast breads. The leavening agents for quick breads are baking powder, soda, and/or eggs.	Define quick breads. List the types of quick breads. Cite examples of each type of quick bread.	Book No. 57, Your Home and You, Ch. 7.

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Examine a display containing different kinds of quick bread mixes. Group work: Prepare a quick bread using a mix. Sample all varieties of breads made and evaluate each by completing a scorecard. Note to teacher: Encourage each group to choose a different type of quick bread.	Appendix III-F, "Judge for Yourself," p. 288.
e. Desserts		
(1) Although desserts may supply the body with fewer vitamins and minerals than other foods, they do contribute carbohydrates, fats, and protein.	Discuss the role of desserts in the diet.	Books: No. 13, Experiences With Foods, Ch. 13. No. 51, The World of Food, Ch. 24.
(2) The many convenience dessert items make it easy to serve desserts often; however, care needs to be taken to complement the meal without providing an excess of calories.	Group work: Prepare a cake or cup cakes from a mix. Frost the cake using a convenience frosting. Invite guests to share the dessert. Practice the role of a host. Recall frozen, bought or ready-made cakes you have eaten, and compare these with the cakes baked in the laboratory. Note to teacher: Prepare a grab bag containing slips of paper on which are written the names of foods studies in this unit.	

	Evaluation: Draw the name of a food and complete the following activities: --Write the forms in which the food can be purchased or prepared. --Suggest some ways the food may be prepared. --List cooking techniques or rules to follow in the preparation of the food. --State the characteristics of the food when it is prepared correctly. --Suggest ways the food may be served.	
5. Planning a Simple Meal Using Convenience Foods a. Meal Planning		
	View a filmstrip about planning and serving attractive meals.	Filmstrip No. 44, "Serving Meals Attractively"
(1) Things to be considered in meal planning include the following: --People to be served --Foods needed for growth --Cost of the food --Appearance and taste of the food --Time available	List the criteria for good meal planning.	
(2) A wise selection of various foods results in a meal with pleasing color, flavor, texture, and variety.	Study pictures of various meals. Discuss the meals for variety in form, texture, flavor, and color.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
b. Convenience Foods		
(1) Foods which are partially prepared so that part of the assembling, mixing, and measuring has been completed are known as convenience foods.	Read reference and define convenience foods.	Book No. 33, Lessons in Living, Unit I, Topic 4, Lesson 2.
	Recall and list the convenience foods already used in the food laboratory and other convenience foods used at home.	
(2) Cost, time available, and quantity needed are factors which will influence a family's decision whether or not to use convenience foods.	Consider what things one must think about when deciding if a package mix is a good buy for one's family. List factors that would influence the decision.	
	Make a collage of pictures of convenience foods.	Magazines, newspapers, grocery fliers, and advertisements.
(3) Following the directions on the package correctly is necessary for a satisfactory finished product.	Discuss the importance of reading the directions on the package and following each step correctly.	
	Brainstorm what to do if you do not understand the directions.	
	Evaluation: Plan a menu for a guest luncheon. Determine if it is a well-balanced meal and fulfills the criteria for good meal planning. Select convenience foods to be used in the meal preparation. Invite guests. Prepare and follow a work plan in meal preparation. Evaluate the luncheon.	

E. Dining Out		
1. For most people eating in a restaurant is a special treat; however, people who must eat in restaurants enjoy a home cooked meal.	Brainstorm reasons for eating out.	
2. Eating out may mean either dining in an exclusive dining room or in a cafeteria, a drug store, a snack bar, or a drive-in.	Compile a list of local places to dine and determine the following about each place listed: --Type of dress appropriate --Type of service --Kinds of food served --Approximate costs --Time it takes to be served --Formality	
3. There are special terms used in menus to describe the way meals are served and priced.	Define and discuss terminology such as a'la carte, table d'hote, au jus, entree', smorgasbord, cafeteria, ordering, tipping, etc. Study a sample menu from a local restuarant. Find an a'la carte listing of foods and compare cost with a complete meal (table d'hote). Decide which you would choose and which costs more.	Books: No. 20, Guide To Modern Meals, Ch. 7. No. 17, Food For Modern Living, Ch. 6. No. 13, Experiences With Foods, Ch. 25.
4. Good manners are important in public places. Knowing the correct way to act saves embarrassment.	Describe embarrassing situations that have occurred or might occur while eating out. The following are some examples: --Not having enough money to pay the bill --Dropping a piece of silver --Overturning a glass of water --Other situations Discuss how to cope with or avoid embarrassing situations.	

III. Men, Man the Food

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Role play being host to a guest at dinner in a special restaurant. Include the following situations: --Making reservations --Entering the restaurant --Seating the guest --Ordering the food --Eating the food --Paying the bill --Tipping Draw conclusions as to the role of the host and his responsibilities when eating out. Compile a list of tips to teenagers for appropriate behavior at restaurants and drive-ins.	Book No. 55, Your Foods Book, Ch. 11.
5. An understanding of correct procedures adds to the pleasure of dining out.	Evaluation: Take a field trip to a local restaurant. Practice table manners, roles and responsibilities learned in class.	

MAJOR CONCEPT: IV. Understanding and Enjoying Wee Folk

SUPPORTING CONCEPTS:

A. Opportunities For Men in the Care of Small Children

B. Growth Patterns of Small Children

C. Development of the Child Through Routine Care

D. Play in a Child's Life

E. Babysitting As a Means of Learning About Small Children

UNIT OBJECTIVE: Upon the completion of this unit the student will be able to relate the opportunities for babysitters, the qualifications of a successful sitter, and the responsibilities of a sitter.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Explore some opportunities for men to care for small children.

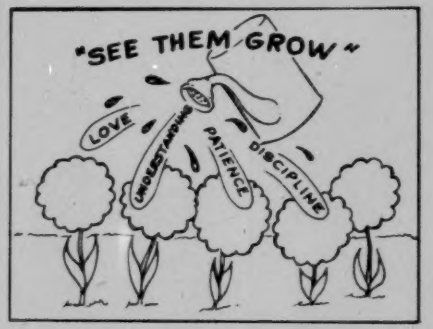
B. Identify the growth patterns of small children.

C. Explain the importance of routine care in the total development of the child.

D. Select appropriate play and play materials for children.

E. Utilize babysitting as a means of learning about small children.

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Opportunities For Men In The Care Of Small Children	Note to teacher: Prepare a bulletin board entitled "See Them Grow." Place pictures of small children in the center of flowers which are being watered by a sprinkling can. Have the words love, patience, understanding, and discipline flowing from the sprinkling can.	Bulletin board suggestion: 
1. The local opportunities for men to care for small children may include the following: a. Babysitting b. Teacher's assistant in day care centers c. Volunteer summer recreation programs	Brainstorm to determine the opportunities in the local community for men in child care. Survey community to find the number of possibilities for men in caring for small children.	

2. Possible future career choices available to men may include the following: a. Preschool and kindergarten teacher b. Day care center director c. Pediatrician	Research information about men in child care and list career choices for men in this field.	Books: No. 24, Homemaking for Teenagers, Book I, Ch. 2. No. 5, Child Care and Development, Ch. 13. No. 32, Learning About Children, Ch. 2.
	Debate the topic, "Men are needed in child care positions."	
	Invite a male child care worker to describe his career choice and why he chose to work in this field.	Suggested resource persons: child development teacher, elementary teacher, day care director, recreational therapist, recreational director, camp director.
	Research information on a child care career choice. Report the information to the class.	Encyclopedias, career pamphlets.
	Evaluation: Identify some areas in which one would need to be knowledgeable in order to work with small children.	
B. Growth Patterns of Small Children		
	Interest Approach: Read a poem which stresses how children learn from their environment.	Bulletin No. 8, "Children Learn What They Live."

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
1. A knowledge of the growth patterns of small children may help one a. be realistic about what to expect and what not to expect of small children. b. give effective guidance to small children.	Read a reference and discuss the following questions: --Why is it important for people who care for small children to know about growth patterns? --Does knowledge of these growth patterns help one to know what to expect of an individual child? --How does this knowledge help one guide children? Relate incidents when parents, babysitters or teachers have been observed in the following situations: --Using ineffective guidance techniques because they didn't understand growth patterns of children --Using effective guidance techniques which indicated their understanding of growth patterns of children	Book No. 24, Homemaking for Teenagers, Book I, Ch. 2.
2. Each child grows in a unique way.	Bring pictures of yourselves as small children and display them. Point out differences shown in the pictures such as height, weight and body build. Summarize by making a statement about the uniqueness of each child in the way he grows.	Book No. 56, Young Living, Ch. 4.

2. The growth characteristics of small children are similar at certain ages.

Discuss what implication the knowledge that small children grow differently has for us in our care of them.

Select a small child to observe during the unit.

Develop an observation sheet to be used while observing a child.

Book No. 32, Learning About Children, Ch. 16.

Read references to determine similar patterns of children from one to six.

Books:
No. 32, Learning About Children, Ch. 12.
No. 14, Exploring Home and Family Living, Ch. 23.
No. 49, Understanding and Guiding Young Children, Chs. 3 and 4.
No . 8, The Developing Child, Units 3 and 4.
No. 3, Building Your Home Life, Ch. 15.

Pamphlet No. 59, "Your Child From One To Six"

View transparencies on growth patterns of children.

Transparency No. 6, "Growth and Development Patterns."

Compile a chart similar to the one below to record information on growth patterns.

	Physical	Intellectual	Emotional	Social
1 to 3 years old				
3 to 6 years old				

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	View films or a filmstrip to observe growth patterns of children aged one to five. Note to teacher: These films are dated, but the content is excellent. Discuss the following concepts presented in the films: --Physical differences in children --Differences in social abilities --Differences in intellectual abilities --The orderly sequence of growth Evaluation: Working in small groups, construct a bulletin board, poster, or collage on growth patterns.	Films: No. 8, "Terrible Twos and Trusting Threes." No. 2, "Frustrating Fours and Fascinating Fives." Filmstrip No. 21, "How An Average Child Behaves, Age 1-5."
C. Development of the Child Through Routine Care	Read references and determine how the social, emotional, intellectual and physical development of the small child may be encouraged through the tasks of eating, dressing, sleeping and caring for himself. Search for magazine pictures of small children performing the above tasks.	Books: No. 32, Learning About Children, Ch. 3. No. 14, Exploring Home and Family Living, Ch. 24. No. 6, Children: A Study in Individual Behavior, Chs. 8, 9, 10, and 11.

	Discuss why it is important that a child assume responsibility for performing the above tasks for himself.	Book No. 49, Understanding and Guiding Young Children, Ch. 4.
1. A child forms a positive attitude about himself when he assumes responsibility for his own care.	Show ways in which an overly protective and helpful father may hinder the development of independence and a positive attitude in a small child.	
2. Helping a child establish a routine appropriate to his stage of development will contribute positively to his total growth and development.	Discuss the following questions: --What is a routine? --Why do small children need routines?	
	Read references on the routines necessary for small children.	Books: No. 8, The Developing Child, Chs. 7, 8, 9, and 10. No. 5, Child Care and Development, Ch. 15.
	Contrast the routine schedules of the 1 to 3 year old with that of the 3 to 6 year old. Determine reasons for the difference in routine schedules of the two age groups.	
a. Mealtime with a small child may be a pleasant experience for an adult if he understands the child's needs, motor skills and what to expect of him.	Read references to determine the food needs of small children.	Books: No. 8, The Developing Child, Ch. 10. No. 6, Children: A Study in Individual Behavior, Ch. 8. Pamphlets: No. 18, "Feeding Little Folks." No. 14, "Eating Made Easy"
	Plan a day's menu for a small child.	

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Suggest ways to provide nutritious snacks for small children. Discuss the motor development of a child in relation to his mealtime manners. Establish guidelines for helping a child develop good table manners such as the following: --Cups and utensils scaled to his size --Understanding his motor development and its effects on how he can be expected to perform Invite children to class and prepare a nutritious meal or snack for them. Supervise mealtime or snacktime for a small child.	
b. In learning to dress himself, a small child needs (1) to have self-help clothing, (2) to be given some responsibility for care of his clothes.	Relate experiences of small children learning to dress themselves. List clothing features which may aid a small child dress himself such as the following: --Large buttons --Opening in front --Large zippers Listen to a resource person discuss children's clothing.	Book No. 49, Understanding and Guiding Young Children, Ch. 4. Suggested resource persons: salesperson from children's clothing department, manager of children's store.

	Discuss the following questions: --Should children be allowed to make decisions about what they wear? --How can we help children make suitable decisions about what they wear? List ways in which one can encourage a child to take care of his clothes such as providing the following: --Low hooks on which to hang clothing --Low shelves and drawers --Other suitable storage places which are accessible to the child Construct a check sheet for evaluating children's clothes.	
c. The development of good sleep habits is essential for the well being of small children.	Invite a parent to discuss ways of helping children prepare for bed. Read references to find what a child's sleep requirements are. Determine an acceptable bedtime for 1 to 3 year olds and 3 to 6 year olds. List some characteristics of children who do not receive adequate sleep. Respond to the following questions: --How can one get a child in the proper frame of mind for sleep? --How can one make rest more meaningful for a child? --How can one create an atmosphere conducive to sleep?	Books: No. 8, The Developing Child, Ch. 7 and 10. No. 32, Learning About Children, Ch. 13. No. 49, Understanding and Guiding Young Children, Ch. 4.

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Role play preparing a child for bed. Summarize by listing guidelines to use in helping a child develop good sleep habits such as the following: --Provide afternoon naps. --Provide quiet activity just before bedtime. --Establish a routine nap or bedtime. --Use bed only for sleep or rest. Independent work: Supervise a small child in his efforts to prepare for bed. Report results to the class.	
d. Small children need to be encouraged to develop independence in learning personal cleanliness habits.	Determine what personal care a small child needs to assume such as the following: --Brushing teeth --Combing hair --Washing hands --Other personal care activities Evaluation: List some ways one may encourage a child to develop independence in caring for himself such as the following: --Provide a hook for his towel and washcloth --Provide a stool to reach the sink --Provide grooming aids scaled to his size --Provide eating utensils he can control --Other self-help ideas	

D. Play In A Child's Life

1. Value of Play

a. A child develops physically, mentally, emotionally, and socially through play.

Collect pictures from magazines of children playing and prepare a bulletin board entitled "Play Is The Business Of Children."

Discuss the following question: What does the child learn through the play experiences?

b. Through play, children

(1) experiment,
(2) investigate,
(3) discover,
(4) imagine,
(5) create,
(6) solve problems.

Read references on play and its contribution to a child's development.

Books:
No. 3, Building Your Home Life, Ch. 17.
No. 57, Your Home and You, Ch. 16.
No. 32, Learning About Children, Ch. 14.
No. 8, The Developing Child, Chs. 8 and 11.
No. 6, Children: A Study in Individual Behavior, Ch. 9.

List ways a male, such as an uncle, father, or brother, may be a part of a child's play.

c. A child learns about his world through his play activities.

Discuss the importance of play in the life of a child.

Take a field trip to observe children in a play activity.

Field trip suggestions: preschool, kindergarten, day care centers, head-start program.

Discuss play activities observed during the field trip and their importance to the child.

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
2. Play and Play Materials a. The choice of play and play materials may vary with the child's age and his level of development. b. The following are the four main types of play: (1) Active physical play (2) Manipulative, constructive, creative, scientific play (3) Imitative, imaginative, dramatic play (4) Social play	Listen to a resource person discuss the play of different age children. Read references to determine the types of play in which children participate. Point out on the bulletin board the pictures which are examples of various types of play. Make a chart showing the kinds of play activities in which children of various ages participate.	Suggested resource persons: nursery teacher, preschool teacher, kindergarten teacher. Books: No. 32, Learning About Children, Ch. 14. No. 57, Your Home and You, Ch. 16. No. 8, The Developing Child, Chs. 8 and 11. No. 24, Homemaking for Teenagers, Book I, Ch. 2. No. 34, Living and Learning With Children, Chs. 10, 11, and 12.

	Play activities	Why he can play this way
1 to 3 years		
3 to 6 years		

	Collect and examine children's toys from local stores. Determine the following and place answers on a work sheet. --Name of toy --Age group for which the toy is suitable and why --Type of play the toy suggests --Safety features	
	View transparencies on selection of toys.	Transparency No. 7, "Importance and Selection of Children's Toys."
	or	
	View a filmstrip on toys and play activities.	Filmstrip No. 56, "Toys and Activities."
c. When selecting toys, one needs to keep in mind the following: (1) Safety (2) Durability (3) Flexibility (4) Versatility (5) Creativity	Develop criteria for selecting toys for small children.	
	Brainstorm and develop a list of inexpensive play materials such as the following: --Plastic bottles --Cartons --Other suitable play materials	
	View transparencies which suggest ideas for simple toys to make.	Teaching Guide No. 1, "Caring for Infants In Day Care Centers." pp. 53-55 and 60-71.

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Construct a simple, safe and inexpensive play material for a small child. or Bring toys from home and renovate them for use in a playschool.	
3. Guiding Children Through Play Experiences		
a. Planning for play activities insures that the child receives the maximum benefit from the play experience, and guidance is made easier.	Discuss the relationship between planning and the success of any activity.	
b. When playing, children respond better to guiding than to directing.	Invite a small group of children to class. Plan total span of time with each student taking the responsibility for some part. Include a quiet time just before the snack period. Note to teacher: Choose children of the same age. The maximum number of children to invite is the age of the child plus one. Evaluate play experience by discussing the following: --The behavior of the children --The children's reaction to the food served (cont.)	

	--The development levels shown by the way the children handled the play activities planned for them --The social qualities portrayed by the children Evaluation: View pictures of play materials and tell the type of play it suggests and if it meets the criteria for a good play material.	
E. Babysitting As A Means of Learning About Small Children	Relate to the class past experiences of babysitting.	
	Survey the community to ascertain the acceptability of boys as babysitters.	Book No. 57, Your Home and You, Ch. 17.
1. To be a successful babysitter one must meet certain qualifications.	Brainstorm to list the qualifications of a babysitter.	
	Read references to determine the qualifications of a reliable and successful babysitter.	Books: No. 32, Learning About Children, Ch. 3. No. 14, Exploring Home and Family Living, Ch. 25. No. 5, Child Care and Development, Ch. 18. No. 34, Living and Learning with Children, Ch. 19. Booklets: No. 42, "Sitting Safely." No. 43, "Sitting Safely--A Brief Guide for Teenage Baby Sitters."
	Interview parents to find out the qualifications they look for in a babysitter, ranking them according to importance.	

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
2. When one decides to babysit, it is wise to use the established patterns and techniques for getting a job.	Recall the acceptable techniques used to secure a job (Concept I) and apply them to being a sitter. Describe the procedure of getting a babysitting job. Develop guidelines to follow when applying for a babysitting job. Prepare a resume to use during an interview for a babysitting job. Role play an interview for a babysitting job.	
3. In accepting a babysitting job, both the employer and the babysitter have definite responsibilities.	Make a list of agreements a sitter needs to make with an employer before accepting a babysitting job. Include the following: --Rate of pay --Duties --Transportation --Privileges --Special instructions Develop an information sheet needed when you are going to babysit. Include items such as: --Where parents can be reached --Emergency phone numbers --Any special instructions pertaining to the child --Other information	Booklets: No. 55, "When Teenagers Take Care of Children" No. 61, "You're In Charge" Book No. 47, Thresholds to Adult Living, Ch. 11.

	Determine the desirable qualities of an employer of a babysitter.	Booklet No. 42, "Sitting Safely".
	Discuss the responsibilities that employers of sitters need to assume.	
	Discuss the responsibilities of the babysitter.	Booklet No. 42, "Sitting Safely."
a. Children are happier with a sitter they know and trust.	View a filmstrip and suggest ways of getting acquainted with children before starting to babysit with them.	Filmstrip No. 15, "Getting Acquainted"
	Discuss the value of planning some definite activities for the children with whom you babysit.	
b. Providing a safe environment is a responsibility of the babysitter.	View and discuss a filmstrip on safety for children.	Filmstrip No. 42, "Safety for Children"
	or	
	View and discuss a transparency on safety for children.	Transparency No. 12, "Safety for Children"
	Make safety posters.	Book No. 33, Lessons in Living, Unit 3, Topic 2, Lesson 8.
	Evaluation: Play the "Babysitting Game." The following are examples of questions that may be used. The correct examples are underlined. (1) Suitable toys for a two year old. --Plastic bottle; contents unknown --B-B gun --Blocks	

IV. Understanding and Enjoying Wee Folk

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(2) Upon catching a 3 year old rummaging through his mother's dresser drawers you should --help him examine the contents. --explain that these are his mother's possessions and not for his use. --spank him and send him to bed. Note to teacher: Divide the class in two groups. Have four students (two from each group) to serve as a panel. Read a multiple choice question and the possible answers to the panel. Ask the members of the panel to discuss all available choices. Then ask each member of the panel to give his final answer along with his reasons for making this choice. Rotate the students on the panel so that everyone has a chance to participate. Reward the group with the highest number of correct answers.	

MAJOR CONCEPT: V. Making and Managing Your "Bread"

SUPPORTING CONCEPTS:

A. Role of the Male Consumer

B. Income

C. Banking

D. The Use Of Credit

E. Buying An Automobile Using Credit

F. Financial Security

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze the elements of management and how these elements may aid one in becoming wise consumers.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Explain the interrelatedness of one's role as a consumer and the other roles one assumes in life.

B. Defend the factors that influence the personal use of one's income.

C. Identify the services of a bank.

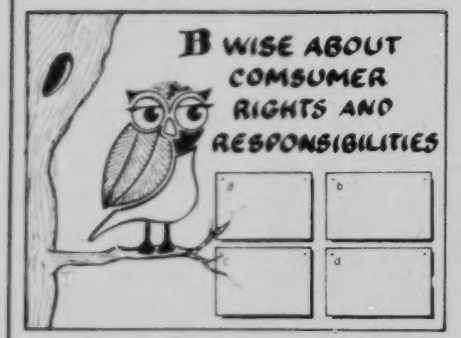
D. Develop guidelines for the use of the consumer tool of credit.

E. Simulate the purchase of an automobile.

F. Appraise the means by which a consumer may achieve financial security.

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Role of the Male Consumer		
1. Your role as a consumer will influence all the other roles you assume. At the present time, these roles may include the following: a. Boyfriend b. Student c. Son d. Athlete e. Employee f. Other roles	List the many roles you assume in life. Determine ways in which the consumer role is related to the other roles one assumes. Identify ways in which you are a consumer. Discuss the following statement: "The teenager is an influential consumer." View and discuss a filmstrip which shows the role of the consumer.	Filmstrip No. 36, "Our Roles As Consumers."
2. As a consumer we are given certain rights with corresponding responsibilities. These include the following: a. Right to be informed--seek it out. b. Right to choose--buy wisely. c. Right to safety--guard against carelessness. d. Right to be heard--let legitimate dissatisfactions be known.	Read information on rights and responsibilities. Discuss ways one carries out his consumer responsibilities.	Teaching Kit No. 3, "Consumer Law, Rights, and Responsibilities." Pamphlet No. 30, "Kentucky's Consumer Protection Laws."

	Construct a bulletin board which depicts the consumer rights and responsibilities.	Bulletin board suggestion: 
3. Securing information and developing skills in the following management practices will facilitate the successful performance of a male consumer: a. Planned spending (budgeting) b. Wise use of banking services c. Wise use of credit d. Planning for financial security	Participate in a buzz session to determine the skills and information for which the male consumer may be responsible. Evaluation: Complete the following activities. --Define the role of the male consumer. --List two ways in which one assumes his role as a consumer. --List four consumer rights with corresponding responsibilities.	Pamphlet No. 40, "Personal Money Management."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
B. Income		
	List personal sources of income.	
1. Some sources of personal income for teenaged students include the following:	Brainstorm some ways teenagers may earn money.	Book No. 36, Management for Better Living, pp. 344-355.
a. Earnings from full time and/or part time work.	Identify the possibilities of employment for teenagers in the local community. For each job listed determine the answer to such questions as the following: --What are the job responsibilities? --What skills are required? --What is the pay? --Other facts	
	Debate: "Graduating from high school increases one's future earning power."	Pamphlet No. 44, "Stay in High School! Here's Why!"
	Class Project: Develop an employment check sheet or use the one found in the appendix.	Appendix No. V-A, "Employment Check Sheet," p. 289.
	Complete an employment check sheet. Do not sign your name.	
	Devise a method of presenting the check sheets to other students in school.	

	Compile findings of the employment survey. Determine the following: --The average number of hours the students in school work per week --The average income of students --The variety of jobs in which the students participate	
b. Allowances		
(1) An allowance is money given by parents to a child on a regular basis to cover all or some of his personal expenses.	Define allowance. Read references to determine the advisability of providing allowances for teenagers.	Book No. 35, Living With Your Family, Ch. 29.
(2) An allowance gives young people the opportunity to manage money and introduces them to living within a given income.	Discuss the advantages and disadvantages of an allowance as a way of teaching money management. Include the following: --Always have definite amount --Can plan purchases according to amount of money --May have less money to spend --Inability or unwillingness to manage money this way --Other advantages and disadvantages Explain the responsibilities assumed by both the parents and the teenagers when the allowance system is used.	
c. Dole		
(1) The dole is a hand-out system in which parents give money to a child as it is needed.	Answer the question, "What is the 'dole' system?"	

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
(2) Some students prefer the "dole" or "hand-out" system because they usually get more money from their parents this way.	Discuss the advantages and disadvantages of the "dole" system. Include the following: --Money is not always available when needed. --The continued asking is unpleasant. and often causes arguments and misunderstandings. --There may be minunderstanding of parents and students as to what are needs and what are wants. --One may receive more money by this method. --Other advantages or disadvantages In small groups, discuss which system, dole or allowance, offers more possibilities for helping young people to develop sound money management practices. List the conclusions of the group and report the findings to the class.	
d. Gifts of money or other items	Discuss the disadvantages of planning with a gift item or a gift of money in mind, such as the following: --One is not sure of getting a gift. --One is not sure of the amount of money or type of gift he may receive. Decide how gifts of money or gifts of wanted items would affect a spending plan.	

2. Reasons for planning the use of one's income include the following:

   a. Maximum benefit is derived from the money available.
   b. Only needed items are purchased.
   c. Personal satisfaction is gained.

Brainstorm for ideas on why one would want to plan the use of personal income.

Group work: Create a poster which illustrates the advantages of planning ahead.

Poster suggestions:

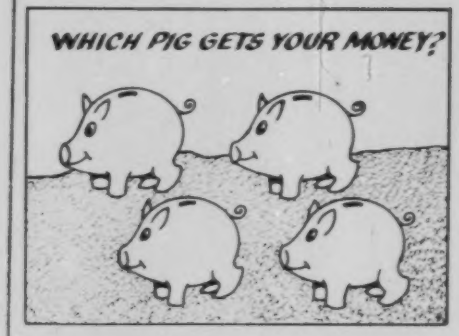
V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
3. Factors affecting how a teenager uses his income include the following:	Brainstorm to find what factors influence your spending.	
a. Amount of income available	Discuss how the amount of income influences how one uses his income.	Book No. 36, Management For Better Living, Unit III, Ch. 1.
b. An individual's values and goals	Determine how one's values and goals are related to one's use of income.	
c. Consideration of one's needs and wants	Discuss the following question: "How does one determine if items to be bought are needed or wanted?"	Book No. 41, Personal Perspectives, Ch. 6.
	List items that might be considered needs and those that may be considered wants.	
d. One's peers and the way they spend money	Cite ways in which your friends have an influence upon your spending.	
e. Advertising aimed at teenagers	Bring to class advertising aimed at teenagers only.	
	View transparencies on advertising.	Transparency No. 4, "Evaluating Advertising."
	Analyze advertising techniques and how they influence your spending.	

4. Managing Personal Income

Note to teacher: Prepare a bulletin board entitled, "Which Pig Gets Your Money?" Label piggy banks with the most common expenditures of money.

Bulletin board suggestion:



a. The development of a personal spending plan has certain advantages whether one is a student with a part-time job or the head of a family. These advantages include the following:

(1) It may encourage one to choose some personal goals.
(2) It may help one live within one's income.
(3) It may help one eliminate wasteful or foolish spending habits.
(4) It may help one achieve long range goals.
(5) It may help one develop money management. conpetency.

Brainstorm to determine why a personal spending plan would be helpful.

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A usable personal spending plan will enable one to wisely use money for the most needed and desired goods and services.	Play the game, "Pass It On," using the following directions: --One student starts the game. --This student tells one unwise way he has seen someone spend money. --This student chooses another student to give the same information. --The game continues until all students have had an opportunity to answer. Discuss the possible causes of the unwise spending brought out in the game. Decide how a wise personal spending plan might have prevented the foolish spending listed in the above game. Explain what may happen if an individual does not plan the use of his income. Complete a case situation of the way persons have managed income. View a film which outlines how to plan personal spending.	Book No. 35, Living With Your Family, Ch. 29. Teaching Kit No. 7, "Money Management." Film No. 5, "Personal Financial Planning."

	Discuss the main ideas presented in the film, including the following: --The importance of setting up a personal spending plan --The procedure in setting up a personal spending plan	
c. Spending plans may be either simple or complex. The following are basic steps in developing a spending plan: (1) Determine your income. (2) Determine your fixed expenses and savings. (3) Estimate your flexible expenses and savings. (4) Total items 2 and 3. (5) Deduct the total from your income. (6) Check to see if your budget balances. (7) Make necessary changes in flexible expenses to cause the figures to balance. (8) Keep accurate record of expenses. (9) Make necessary changes in estimated expenses. (10) Continue altering and adjusting until you have a workable budget.	View a filmstrip to identify the steps to use in making a spending plan. Summarize by listing the basic steps in setting up a spending plan. Study a sample spending plan. Construct a spending plan on present income. or Construct a spending plan for a case situation.	Filmstrip No. 34, "A New Look At Budgeting." Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7. Appendix No. V-B, "Spending Plan," p. 290. Appendix V-C, "Joe and Bob--Airline Pilots," p. 291.
d. If the method of recording expenditures is kept simple, it will encourage the user to keep records up-to-date.	Answer the question, "What records of expenditures do you think it is important to keep?"	Pamphlet No. 38, "Money Matters."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss the value of keeping records of expenses. Include the following: --There is a greater awareness of how the money is spent. --One can estimate and anticipate future expenses more accurately.	
	Invite a resource person to discuss the importance of record keeping.	Suggested resource persons: bookkeeping teacher, bookkeeper of local business, local banker, representative of a business school.
	Examine a variety of methods of record keeping.	Appendix: No. V-D, "Monthly Account Sheet," p. 292. No. V-E, "Yearly Summary Sheet," p. 293. No. V-F, "Record of Weekly Expenses," p. 294.
	Choose a system of record keeping and keep personal records for one week. Evaluate the record keeping system you used according to the following: --Reliability --Accuracy --Convenience	

	Evaluation: Imagine that you and a friend are discussing making a spending plan. Your friend thinks this is just too much trouble. Write your reply which could convince him that a spending plan will really help and that it is worth the time required to prepare and keep such a plan.	
C. Banking	Note to teacher: You may wish to use a teaching kit on banking services which is supplied by many local banks.	Kit No. 5, "How Your Bank Serves You."
	Complete a pretest to determine your knowledge of banking services.	Appendix No. V-G, "Pretest on Banking Services," pp. 295-296.
1. The services provided by banks include checking accounts, savings accounts, loans, safety deposit boxes, bank card services, certified checks, cashier's checks, traveler's checks, and financial counseling.	Research and report on one of the services offered by banks.	Pamphlets: No. 49, "Using Banking Services." No. 9, "Choose Your Bank Carefully, Then Use It." No. 4, "The Best Place to Put Your Savings." No. 26, "Is Saving Obsolete?" Book No. 44, Succeeding in the World of Work, pp. 244-263.
	View a filmstrip on banking services. or Take a field trip to a local bank to learn of the services offered. or Listen to a resource person from a local bank explain the services of his bank.	Filmstrip No. 68, "You and Your Community Bank."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
a. The checking account (1) is a safe way to store money. (2) is a convenient way to spend money. (3) provides proof of payment. (4) provides a record of expenses. (5) serves as a credit reference. (6) may prove expensive if you are unable to maintain a certain balance.	Determine why the checking service is one of the most important services provided by a bank. List at least two advantages of using a checking account. Research the cost of checking accounts at the banks in the community.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
b. The savings account (1) provides a safe place to keep money.	Research the advantages and disadvantages of using a savings account.	Pamphlets: No. 4, "The Best Place to Put Your Savings." No. 26, "Is Savings Obsolete?" Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
(2) pays you interest for the use of your money.	Compare the cost of the savings account with the cost of the checking account. Determine when it would be most advisable to use each of the two types of accounts.	

c. Interest rates on bank loans are lower than those of most finance companies.	Interview a banker to determine the interest rates his firm charges on loans. Compare bank loan interest rates with other sources of loans.	
d. The safety deposit box (1) is safe from fire and theft. (2) protects against unauthorized persons having access to the box. --The bank requires the signature of the renter whenever he opens the box. --One key is kept by the bank and the other by the renter. --Neither key will open the box alone.	Explain how a safety deposit box is used.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
e. Bank card service is similar to a credit card. It may be used for purchases at businesses honoring the service and the purchaser is expected to pay the bank the amount in full or have the amount deducted from his checking account.	Read information on bank card service.	Book No. 40, Personal Finance.
f. A certified check will be accepted by anyone from which you wish to make a purchase because this type of check is guaranteed.	Research information on certified checks.	Books: No. 40, Personal Finance. No. 25. Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
g. The cashier's check is also a guaranteed check but the user is not required to have a checking account at the bank. Instead the user pays a fee plus the amount of the check and the bank issues the check.	Discuss when one would use a cashier's check.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
h. Traveler's checks may be purchased at banks and are a safe substitute for cash, both in the United States and in foreign countries.	Determine the advantages of using traveler's checks rather than cash.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
i. Financial counseling may be needed (1) when money is to be invested, (2) when one is making a purchase involving considerable funds, (3) when one has assumed too much debt.	Discuss when one might need the services of financial counseling.	
2. Using Banking Services	Explain regulations governing all types of checking or savings accounts such as the following: --Only the persons authorized to do so may make withdrawals. --All accounts are insured by the F.D.I.C. --Some banks require a certain balance kept in a checking account. --Other regulations	

a. The simple procedure for opening a checking account includes the following steps: (1) Introducing yourself to a bank employee (This employee may refer you to someone in charge of new accounts.) (2) Signing a signature card (3) Filling out an authorization form	List the steps in the procedure of opening a checking or savings account.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
	Examine and discuss forms which are required for opening a checking or savings account at the local banks. Complete the necessary forms for opening an account.	
b. Most banks provide deposit slips which the depositor prepares in duplicate.	Examine deposit slips and discuss their uses. Role play making a bank deposit. Practice preparing a deposit slip.	
c. It is important to write each check clearly and accurately. To avoid having checks changed by unethical persons, they need to be written in ink.	Read references on the correct method of filling out checks. Note to teacher: Prepare a transparency from Appendix V-H, p. 297. Demonstrate the correct procedure for filling out a check by using the transparency. Upon the completion of the demonstration, give each student a handout made from Appendix V-H and a different set of information. Ask each student to write a check correctly. Include the following information for each student: --To whom the check is paid (cont.)	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7. Appendix V-H, "Writing Checks," p. 297.

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	--The amount for which the check is to be written --The item or service for which the check is payment --The number of the check	
	Practice writing checks using the information given by the teacher.	Appendix No. V-H, "Writing Checks," p. 297.
d. Balancing a checking account		
(1) The check stub or check register provides the depositor with a space to record information concerning the transaction.	Note to teacher: Use the appendix to make a transparency and demonstrate how to use a check register. Duplicate the appendix for the students to use as a work sheet. Give the students dates, expenditures, and deposits to use in the simulation.	Appendix No. V-I, "Method of Record Keeping On Checking Accounts," p. 298.
	Complete a student work sheet, which will simulate the use of a check register, to keep a running account of the amount of money in a checking account.	Book No. 25, Homemaking for Teenagers, 3rd edition, Book II, Ch. 7.
(2) The bank statement provides a record that can be used in checking your banking transactions for the previous month. Cancelled checks are returned with the bank statement.	Listen to a resource person explain how to use the bank statement to determine whether your balance and the balance on the bank statement agree.	Suggested resource persons: business and office teacher, local businessman, representative of a local bank.
	View transparencies which show how to balance a checking account with the monthly bank statement.	Teaching Kit No. 5, "How Your Bank Serves You."

	Evaluation: Complete an objective test on banking services and their use.	
D. The Use of Credit	Discuss the following question: "In our society, can an individual or family completely avoid the use of credit?"	
	Read references and participate in a panel discussion on the history of the credit movement in the U.S.A.	Kit No. 2, "Consumer Finance."
1. The most common types of consumer credit available: a. Sales credit b. Cash credit c. Service credit	Read and discuss references which give information on types and sources of credit.	Pamphlets: No. 51, "Warning! Double Check Those Charge Accounts." No. 21, "Hard Facts About Easy Credit."
	Explain the different kinds of consumer credit.	
	Give examples of each type of credit.	
	Bulletin board: Construct a bulletin board representing the types of consumer credit entitled "Consumer Credit." Find and label pictures to represent each type of credit.	
2. In order to make personally satisfying decisions relating to the use of credit one needs to compare costs and services available at the following facilities: a. Banks b. Finance companies c. Credit unions d. Other sources	Play a game which provides opportunities to learn different credit sources.	Periodical No. 1 Illinois Teacher, "The Credit Game," Sept.-Oct., 1971, pp. 11-16. Book No. 45, Teaching Aids for Consumer and Homemaking Programs, pp. 11-16.
	Working in small groups, research and report on the costs and services offered by a number of different institutions.	Pamphlets: No. 12, "Credit Sources." No. 11, "Credit Concepts." No. 7, "Charge It, Please." No. 25, "The Installment Contract." No. 28, "It's Your Credit, Manage It Wisely."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	or	
	Listen to a resource person explain the services and cost of credit.	Suggested resource persons: finance company officer, bank officer, credit union officer.
	or	
	Take field trips to local institutions that offer credit.	
	or	
	View a filmstrip on the sources of credit.	Filmstrips: No. 48, "So You Want to Use Credit." No. 37, "The Price of Credit."
3. Wise Use of Credit		
	Note to teacher: The film, "The Littlest Giant," outlines the way a finance company makes credit available. You may wish to use it here.	
	View and discuss a film about the wise use of credit.	Film No. 9, "Wise Use of Credit."
a. In order to qualify for credit a consumer needs to establish a credit rating.	Identify rules one needs to follow to establish an acceptable credit rating. Include the following: --Pay on time --Buy only what one can afford on present income --Other acceptable policies	Pamphlet No. 39, "New Rules That Protect Your Credit Rating."

	Listen to a resource person discuss the following: --The importance of establishing an acceptable credit rating --How to calculate the amount of credit which is acceptable for one's income List the steps one needs to take to establish an acceptable credit rating.	Suggested resource persons: representative of local credit bureau, banker, local businessman.
b. Some of the dangers involved in the over use of credit include the following: (1) Loss of credit (2) Repossession (3) Bankruptcy (4) Others	View filmstrip on the use and misuse of credit. Discuss factors that might influence a person to over use credit. Discuss alternatives that one has when he has over used credit.	Filmstrip No. 1, "Be Credit Wise."
c. The following factors affect the cost of credit: (1) Kind of loan (2) Where you get the loan (3) Length of the loan	Read and discuss references to find what factors determine the finance charges. Read and discuss a story which shows how Juan finds out about finance charges. Calculate the cost of credit in a specific problem provided by the teacher. Determine the difference between the interest rate and the annual percentage rate.	Pamphlet No. 50, "Using Credit Wisely." Pamphlet No. 29, "Juan Learns About Easy Payment Plans." Pamphlet No. 63, "Your Teaching Guide for Money Management."
d. The consumer needs to assume the following responsibilities when using credit: (1) Know and understand credit contracts. (2) Pay promptly. (3) Plan spending in order to not over spend. (4) Establish a good credit rating.	List the responsibilities the consumer has in the use of credit.	Pamphlet No. 23, "How to Manage Money Cleverly."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
e. When choosing a lender, ask the following questions: (1) Are you licensed and regulated by state laws? (2) What is the total dollar cost of this credit including interest and other charges? (3) What happens if I miss a payment? (4) Will I get a rebate for early payment?	Determine the responsibility of the lender.	Booklet No. 50, "Consumer Credit and You."
f. The contract is the paper you sign when securing credit.	Invite a resouce person to explain credit contracts and credit agreements. or Read and discuss a reference on credit contracts. Collect and study credit agreements such as applications, contracts, charge account contracts, and lay away agreements. Make a list of words used in credit agreements and define these words.	Suggested resource persons: representative of a furniture store, representative of a department store, automobile salesman, appliance salesman. Booklet No. 60, "Your Credit Contract." Pamphlets: No. 63, "Your Teaching Guide for Money Management." No. 36, "Managing Your Family's Credit."

	List steps one should take before signing a credit contract.	
	Discuss the Truth in Lending Bill (1969) on credit agreements.	Book No. 26, Home Management Is, p. 73. Booklets: No. 48, "Truth-In-Lending-Law, An Explanation." No. 54, "What Truth In Lending Means To You."
	Evaluation: Prepare a script for TV or radio on the rights and responsibilities of using credit. Perform it for an all school assembly. or Compile a list of guidelines for the wise use of credit.	
E. Buying an Automobile		
	Note to teacher: Prepare a bulletin board on the cost of owning a car entitled, "My Mechanical Legs Are Expensive." Select a picture of a car and around the picture place the costs of maintenance, insurance, tires, etc. You may find additional references and strategies in the "Family Living Curriculum Guide."	Teaching guide No. 4, "Family Living Curriculum Guide," Concept I, p. 229.
1. In making a selection of a new or used car, one needs to consider the following: a. Total money available b. When to shop c. Where to shop d. If a car is a necessity or a luxury e. Insurance (cont.)	Determine the things a consumer needs to consider before shopping for a car. Discuss why one should think of these considerations before shopping for a car.	Pamphlet No. 58, "Your Automobile Dollar."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
f. Estimated operating cost g. Intended use h. Condition of the car		
	Research and identify factors one needs to consider in buying a new or used car.	Current magazines Pamphlet No. 6, "Cash in on Cars," Part I. Kit No. 8 "Used Car Dealers--See How They Operate."
	Listen to a resource person speak on buying a new or used car. or	Suggested resource persons: driver education teacher, local car dealer.
	View a filmstrip on buying cars.	Filmstrip No. 49, "So You Want Wheels."
	Read and discuss stories related to buying a car.	Pamphlet No. 32, "A Lesson in Buying a Used Car." Periodical No. 3 Illinois Teacher, "Jimmy Shops for His First Car," Nov.-Dec., 1971, pp. 92-97.
2. The cost of owning and operating an automobile is determined by the following:	Determine what costs are involved in owning an automobile.	Kit No. 10, "The High Cost of Driving and What to Do About It."
a. Initial costs b. Maintenance costs c. Hidden cost d. Operational costs	Refer to current cost charts for the cost of operating a car.	Automobile magazines such as Hot Rod, Motor Trend, Popular Hotrodding, Car Life, Road Test, Car and Driver.

	Better Homes and Garden Changing Times Pamphlet No. 6, "Cash in on Cars," Part IV.
Interview different people to determine the operating costs of their car.	
Listen to a resource person provide information on the types and costs of automobile insurance.	Suggested resource person: automobile insurance agent.
Note to teacher: Refer to the reference for more learning experiences if you prefer to develop this concept in depth.	Pamphlet No. 6, "Cash in on Cars," Part III.
Survey the local garages to find the cost of a variety of services, such as oil changes, lubrication, and minor repairs.	
Determine how regular maintenance can extend the life of a car.	
List some ways one may be prepared for unexpected repairs on cars.	
Compare the cost of different brands and different types of tires.	Current magazines, newspaper advertisements, catalogues.
Find out the cost of licensing a car in this state.	
Read information on how to keep cars clean.	Owner's manual, current magazines.
Working in small groups, demonstrate one cleaning procedure for cars. Include the following cleaning procedures: --Removal of tar --Cleaning upholstery --Cleaning glass --Cleaning rugs or floor covering --Other cleaning procedures	

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Research and compare the cost of commercial car-wash establishments in the area.	
3. Where you purchase your automobile may be determined by the following: a. Choice of dealers available b. Services offered c. Reliability of car dealers	List sources where one might purchase a car such as the following: --Authorized car dealer --Used car lot --Friends Compare the advantages and disadvantages of each of the above sources. Determine what services each source offers. Obtain from auto salesmen copies of warranties and guarantees that car manufacturers offer. Determine what is covered in these documents. Discuss what is meant by these warranties and guarantees. Survey car owners to determine how to select a reliable car dealer. Play "Automobile Bingo" to summarize information on credit and purchase of an automobile. Evaluation: Compute the cost of a car purchased through a variety of available sources. Compare the results of the computation.	Kit No. 1, "The Art of Buying A Car." Pamphlet No. 30, "Kentucky's Consumer Protection Laws." Teaching Unit No. 4, "Family Living Curriculum Guide," Appendix X-C, pp. 292-296.

F. Financial Security		
1. Insurance is a means whereby consumers can protect themselves against certain risks by buying policies which insure life, health, autos, and property.	Identify risks persons may be insured against.	Pamphlet No. 13, "A Date With Your Future."
	Determine and explain the principle of insurance.	
	Play a game to help redefine the principle of insurance.	Kit No. 6, "Insurance," Unit 1.
	Discuss reasons why people carry insurance.	
	Define terms related to insurance coverage. Include the following: --Policy --Policy holder --Premium --Other terms	
a. The following types of life insurance policies are available: (1) Endowment (2) Short term (3) Straight life	Research information on the different types of life insurance policies available. Report findings to the class.	Encyclopedia Pamphlet No. 13, "A Date With Your Future." Kit No. 6, "Insurance," Unit 2.
	Listen to a resource person explain the different life insurance policies available.	Suggested resource person: life insurance salesman.
	Determine when it is wise to buy life insurance.	Pamphlet No. 53, "What Kind of Life Insurance Should You Buy?"
	Read and discuss information on how much life insurance to buy.	Pamphlet No. 22, "How Much Life Insurance to Buy?"

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
b. Health insurance may cover the following expenses: (1) Hospitalization (2) Surgical fees (3) Major medical expenses (4) Loss of income	Discuss reasons why people buy health insurance. Read references for information on coverages provided by health insurance. Formulate some guidelines to help in selecting health insurance. Include the following: --Buy from a reputable agent and company --Purchase adequate insurance --Additional guidelines	Pamphlet No. 13, A Date With Your Future." Kit No. 6, "Insurance," Unit 3.
c. Auto insurance policies available may cover the following: (1) Property damage (2) Liability (3) Medical payments (4) Uninsured motorist (5) Comprehensive	Complete a pretest on automobile insurance. Invite a resource person to explain automobile insurance coverages. or Read and discuss references for information on automobile insurance coverages. Research recent information on no-fault insurance systems.	Pamphlet No. 15, "Every Ten Minutes." Suggested resource persons: insurance salesman, driver education teacher. Pamphlet No. 6, "Cash in on Cars." Pamphlet 56, "Will No Fault Bring Cheaper, Better Auto Insurance?" Kit No. 6, "Insurance," Unit 4.

	Define "high risk" insurance and discuss how much more this insurance may cost. Determine reasons for persons being placed in the "high risk" category.	
d. Property insurance provides protection for the following: (1) Homeowners (2) Property owners (3) Renters	Cite reasons why a property owner would want to carry property insurance. Identify the coverage available in homeowner's policy. Read and discuss references for information on property insurance. or Listen to a resource person discuss property insurance. In small groups, compose a crossword puzzle to summarize facts about all types of insurance.	Pamphlet No. 41, "Property Insurance." Suggested resource persons: property insurance salesman, real estate proker.
2. Social Insurance		
a. Social security provides cash income at retirement age.	Research information on the Social Security system in the U.S. List the benefits of Social Security. Discuss the current Social Security laws. Invite a resource person to explain the Social Security system and its benefits. Discuss ways Social Security may contribute to one's financial security.	Encyclopedia Suggested resource person: representative of the Social Security Office.

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
b. Medicare/Medicaid is a government financed and supported program of health care benefits for elderly persons.	Research information on the Medicare/Medicaid program of health insurance. Report finding to the class. or Invite a resource person to explain the Medicare program. Discuss ways medicare may add to one's financial security.	Suggested resource person: representative of local medicare office.
c. Workmen's Compensation is insurance which covers the employee, should he be involved in a work related accident. The premium for this insurance is paid by the employer.	Invite a resource person to explain how employers provide the financial security of workman's compensation. Discuss ways in which workmen's compensation may contribute to one's financial security.	Suggested resource person: representative of industry.
3. Financial security through taxes is achieved by the services we receive at the local, state, and federal level.	Discuss the purposes of local, state, and federal taxes. Brainstorm the services and benefits we receive at each level from the taxes we pay. Invite a resource person or persons to explain the services and benefits we receive in return for local, state, and/or federal taxes. Construct a chart or bulletin board to show services received at the local, state, and national level from taxes we pay.	Encyclopedia Suggested resource persons: local government representative, social studies teacher, tax commissioner, lawyer.

	Listen to a resource person explain how to figure personal federal income taxes.	Suggested resource persons: mathematics teacher, person employed by the Internal Revenue Service, local tax preparer, lawyer.
	Note to teacher: Give each student or groups of students different lists of information on income and expenses. Ask students to complete federal income tax forms using the information.	
	Fill out a federal income tax form correctly, using data provided by the teacher.	Forms available from the Internal Revenue Service.
4. Estate and will planning is one way of insuring financial security for your family.	Define terms one would use in writing a will. Include the following: --Testator --Codicil --Executor --Probate	Encyclopedia or dictionary.
	Listen to a lawyer describe how wills are made. Discuss the legal aspects of a will. Describe the importance of estate planning.	Suggested resource person: local lawyer.
5. Investments provide financial security by supplying additional income and/or retirement income.	Research information on the stock market and how it operates.	Encyclopedia
	View a film which shows how the stock market functions.	Film No. 3, "The Lady and the Stock Exchange."
	or	
	Listen to a resource person explain ways of making investments.	Suggested resource persons: banker, lawyer, broker.
	Identify local sources where investments can be made.	Pamphlet No. 62, "Your Savings and Investment Dollar."

V. Making and Managing Your "Bread"

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Complete the following class activities: --Organize a company. Choose a name. Elect officers. Determine how decisions will be made. --Choose a simple product which the class can produce. --Calculate the cost of producing the product. --Decide on the cost of a share of stock. --Assess the talents of each member and decide who will do each job. --Keep accurate records of the number of hours each student works. --Keep accurate records of the cost of all purchases. --Produce and sell the product. --Determine the resulting gain or loss on the initial investment. Note to teacher: The above activity is similar to Junior Achievement but would be conducted on a smaller scale. It might be possible to team teach with a business education or industrial arts teacher on this activity. Check the policies of your local school system before planning this activity. Pretend that you have $1,000 to invest. Choose the stock or stocks on the American or New York Stock Exchange you would buy. Check the quotations on your stock or stocks daily. You may sell and re-invest at any time. At the end of a given period chosen by the class calculate the worth of your investment.	

Note to teacher: Reward the best investor at the end of a given period.

Evaluation: List the means by which you plan to achieve financial security. Describe how you plan to use each method to obtain the desired results.

MAJOR CONCEPT VI: A Man's Castle

SUPPORTING CONCEPTS:

A. Factors Influencing the Selection of a Home

B. Selecting Furniture For The Home

C. Male Role and Responsibilities in the Home

UNIT OBJECTIVE: Upon completion of this unit the student will be able to analyze factors related to housing needs.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Evaluate house plans as to how they would meet the needs of a family or an individual.

B. Defend his choice of a piece of furniture including its cost, comfort, style, function, appearance, and construction.

C. Make a list of safety and maintenance responsibilities one assumes when renting or buying a home.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Note to teacher: Refer to Concept IX of Family Living Guide for additional strategies and resources.	Teaching Guide No. 4, "Family Living Curriculum Guide for Consumer Homemaking Education," pp. 211-227.
A. Factors Influencing the Selection of a Home		
1. Family		
a. Stages In The Family Life Cycle	View a poster or a transparency depicting the stages in the family life cycle.	Teaching Guide No. 4, "Family Living Curriculum Guide for Consumer Homemaking Education," Appendix II-B, p. 260.
(1) The family life cycle consists of various stages. During each stage, family housing needs change.	Discuss the various stages of the family life cycle and list housing needs related to this cycle.	Books: No. 28, Homes With Character, Ch. 2. No. 42, Relationships: A Study In Human Behavior, Ch. 22.
	Answer questions about case studies which concern housing needs as they relate to the family life cycle.	Case Study No. 1, "Analyzing Housing Needs."
(2) Each of the stages of the family life cycle has unique characteristics. Demands on the housing needs are greatest during the peak years when the children are growing up and decline as the children leave home.	Write and present skits that dramatize housing needs at different stages in the life cycle. Summarize the needs that are identified in the skits.	Book No. 23, The Home, Its Furnishings and Equipment, Chs. 3 and 5.

	Play "The Match Game." Note to teacher: To play "The Match Game" divide the class into two teams. Members from opposing teams will compete individually. Hold up a picture which represents a stage in the family life cycle. The first of the two competing team members to ring a bell are given the opportunity to answer which stage in the life cycle the picture represents and the type of housing that would be suitable for that family. Points are given for each correct answer. The team with the most points wins.	
b. Life Style Life is the animate existence of an individual. Style is a particular distinctive or characteristic mode of action or manner of activity. Therefore, life style may be defined as "how an individual lives."	Define life style. Describe trends in today's life style that may affect housing selection such as the following: --Mobility --Population pattern changes --Shorter work week with more leisure time --Changes in the roles of family members Conduct a survey to determine the number of families that have moved in or out of a given area within the past year. Compile class findings. Interview parents or neighbors to determine how they think their life style differs from their parents and the effect this change made on their housing selection. Report findings to class.	Book No. 27, Homes Today and Tomorrow, Chs. 1[illegible] and 17.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
c. Needs		
(1) Housing meets the physical needs by providing the following: --Shelter from the elements --Safety --Privacy --Headquarters for eating, sleeping, bathing and dressing	Brainstorm and list on the chalkboard the physical needs for which housing provides.	Book No. 28, Homes With Character, Ch. 6.
	Group work: Collect pictures and make a collage which depicts one of the physical needs the home fulfills.	
	Discuss the anticipated growth of the population. Decide some techniques future generations may use to attain some degree of privacy and an illusion of space. Include the following: --Strategically placed shrubbery --Fenced yards --Appropriate window treatments --Larger back lawn, smaller front lawn --Other techniques	
	View a series of filmstrips about home beautification and the psychological and sociological needs that homes satisfy.	Filmstrip No. 20, "Homes Are For People."

(2) Housing provides a setting for the social development of individuals and families.	Determine the social implications of housing. Prepare a mural to illustrate the relationship between your choice of housing and the educational, recreational, and cultural resources in the community.	Books: No. 28, Homes With Character, Ch. 1. No. 27, Homes Today and Tomorrow, Ch. 17. Current housing magazines.
(3) Having space to entertain friends in one's home provides an individual security in his social development.	Using a circular response, list the types of entertainment and recreational activities which the home provides and the space required for each activity listed.	
(4) Housing which is a source of pride allows a family to make satisfying social adjustments.	Plan some "at-home" activities which would increase an individual's pride in his home and/or make better provisions for the development of friendships. This plan may include the following: --Providing additional recreational facilities for the entire family --Clean-up projects --Providing areas for privacy --Providing additional storage space --Decorating projects --Other activities	
(5) The need for self-expression may be satisfied through the housing environment by providing a place for the following individual activities: --Developing hobbies and interests --Raising a garden, flowers or potted plants --Using decorating skills to provide a pleasing atmosphere (cont.)	In buzz groups determine how the need for self-expression may be satisfied through the housing environment.	Book No. 27, Homes Today and Tomorrow, Ch. 16.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
--Making crafts and other art forms to add to the attractiveness of housing --Other activities		
	Relate some personal experiences where the home provides adequately for needs or leaves certain needs unsatisfied. Interview adults to identify housing needs as they see them and the way their housing fulfills these needs. Report findings to the class.	
d. Values		
(1) The same values in housing are not important to everyone. A family must set priorities in order to make wise choices pertaining to housing.	Identify and discuss some values that might affect one's choice of a place to live. Brainstorm how the following values might determine what characteristics an individual wants in a home: --Comfort --Security --Beauty --Convenience --Companionship --Formality --Informality --Relaxation --Recreation --Luxury --Self-expression --Other values List some values that are important to you and tell how these values might affect your choice of housing.	Book No. 28, Homes With Character, Unit I, Ch. 1.

	Form buzz groups to recall and analyze current television programs that center around a family theme. Discuss the obvious personal values indicated by how each family lives. Evaluation: View slides or pictures of areas of a home. Determine the need each home is fulfilling.	Slides No. 1, "How Homes Can Meet Our Needs." Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 3. No. 27, Homes Today and Tomorrow, Ch. 6. No. 28, Homes With Character, Ch. 3.
2. Types of Housing a. Making a housing choice is more difficult today because of the wide variety of housing types on the market.	As an interest approach, view pictures depicting a variety of types of dwellings. Name and define each type of dwelling as the picture is viewed. Note to teacher: The pictures prepared for viewing will need to include the following types: --Apartments --Mobile homes (various sizes) --Duplexes --Condominiums --Town houses --Split level houses --Prefab houses --Ranch style houses --One, one and one half, and two story houses --Ultra-modern style homes --Other types of housing View the pictures of types of housing again and determine how many families and/or how many members of a single family could live comfortably in each type of dwelling.	

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Cut pictures from magazines of examples of types of housing and display on bulletin board entitled "A Man's Home Is His Castle."	
b. The characteristics of each type of housing need to be considered before a personally satisfying housing choice can be made.	Research and make an individual report on one or more type of housing. The following will need to be included in the report: --Advantages of this type of housing --Disadvantages of this type of housing --A picture of each type of housing on which the report is being made --The stage in the family life cycle for which each type of housing is most suitable --Report of an interview with someone living in this type of housing --Other information	
c. Storage		
(1) Different types of storage facilities are desirable for each area in the house.	Brainstorm and list different types of storage and the areas of the home in which each type is needed.	
(2) Equipment and supplies need to be stored near the place where they are to be used with the ones used most frequently the easiest to see and reach.	Read references to determine the basic principles of storage.	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 6. No. 28, Homes With Character, Unit 3, Ch. 2. No. 22, Homes Are For People, pp. 185-201.

	Prepare a list of items most commonly stored in each area of the house.	
	Study a house plan or draw your own house floor plan. Judge the storage space indicated on the house plan for the following criteria: --Adequacy --Location --Arrangement	
(3) Storage is well planned if it provides adequate space for articles that are used seasonally or occasionally as well as daily and weekly.	Divide into buzz groups and discuss storage problems related to seasonal items found in most households. Note to teacher: Ask each buzz group to choose one person to serve on a panel to report on the conclusions of the group. Listen to a panel discussion of good storage for seasonal items.	
	Collect and share pictures of accessories or examples of accessories which aid in the arrangement of articles in storage. Evaluate these accessories from the standpoint of cost, durability, and serviceability.	Newspaper advertisements, catalogues, magazines.
	or	
	Collect and mount pictures of well-arranged storage areas. Tell why you consider them well arranged and suggest any improvements that could be made.	Magazines such as Better Homes and Gardens and The American Home.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Identify the various types of housing available in the area around the school. Draw and display a map showing the location of any of the following types of houses: --Single family dwellings --Duplexes --Apartments --Cooperative apartments --Condominium apartments --Town houses --Mobile home parks --Estates --Public housing	
d. Homes of the future may be very different from the traditional homes today because of the following: (1) New designs (2) New materials (3) Improved building techniques	Consult references to gain information concerning future housing. Evaluation: Individually or in small groups, collect or make a drawing of your concept of a house of the future. Share with the class.	Books: No. 22, Homes Are For People, pp. 372. No. 27, Homes Today and Tomorrow, Ch. 17. No. 28, Homes With Character, Ch. 3. No. 23, The Home, Its Furnishings and Equipment, Ch. 1.

3. Housing Layouts

Note to teacher: Prepare transparencies of floor plans or use some other technique which will allow the student to view floor plans which illustrate the following areas:

--Rest
--Storage
--Work
--Recreation
--Entertainment
--Eating
--Food preparation

Books:
No. 10, Enjoying Family Living, Ch.
No. 28, Homes With Character, Unit 3, Ch. 1.

a. Well-planned homes are zoned into different areas.

View floor plans of houses and identify each area of each home according to its use. Discuss how well these areas of each home viewed are grouped and how they relate to each other.

b. Floor plans that are well designed have short, direct traffic lanes that do not cut through the main parts of any room.

Read reference on traffic patterns.

Book No. 23, The Home, It's Furnishings and Equipment, Ch. 5.

Choose a floor plan from newspapers or magazines. Using colored pencils or crayons, draw traffic lanes on the floor plan. Evaluate the traffic patterns of this floor plan for both circulation and privacy using the following criteria:

--Traffic lanes that go between zones but not through them
--Doors that close together or near corners to save steps and allow for ease in furniture arrangement
--Entrances that distribute traffic to all areas
--Bathroom doors located for privacy
--Food preparation area close to the food serving area
--Outdoor living area accessible from the living room or family room

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Evaluation: Choose a floor plan from a commercial house plan magazine or some other source. Evaluate this floor plan as to how well it provides for the following: --Reception of visitors and entertainment --Family recreation and hobbies --Study and meditation --Food preparation and serving --Laundry --Guests --Bathing and dressing --Storage --Traffic patterns --Rest and relaxation --Privacy --Other needs	
4. Physical Construction of A House a. Structural Condition (1) Examining the structural condition of a house before buying provides a basis for satisfactory decisions.	List and discuss items to check before buying a house. Include the following: --Overall construction --Walls (straight, no water streaks or cracked) --Floors (solid, no sagging or excessive squeaking) --Heating system --Plumbing --Water heater	Books: No. 28, Homes With Character, Ch. 6. No. 27, Homes Today and Tomorrow, Ch. 8.

		--Roof, siding, and gutters --Windows and doors (airtight and workable) --Evidence of insects such as termites --Electrical wiring and outlets --Paint --Insulation --Other features Listen to a real estate agent discuss physical construction features that should be sound when selecting a house to purchase. Collect illustrations of windows, doorways, roof lines, chimney styles and other structural features. Determine the structural problems that may be associated with each feature.	
	(2) Knowing the name and function of a variety of structural features will enable a prospective home buyer to --understand the salesman's explanations, --learn more about the house by asking intelligent questions, --make more realistic appraisal of the home.	Role play a real estate agent showing a couple both old and new houses. Determine some questions that might be asked to help the couple make a decision. Read and discuss references about the following: --Precut components of prefabricated houses --Custom built homes Estimate and compare the costs of the two above types of houses. Discuss the advantages and disadvantages of each type.	Book No. 27, Homes Today and Tomorrow, Ch. 6.
b.	Building Materials		
	(1) Knowing the advantages and disadvantages of commonly used construction materials will enable one to make a wiser choice of such materials.	Study trade magazines and advertisements to learn a variety of exterior construction materials such as the following: --Aluminum --Glass (cont.)	

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	--Plastics --Concrete --Steel --Wood Discuss the merits of the above construction materials in relation to the following: --Design --Anticipated maintenance --Cost	
	Listen to a resource person --describe new building materials, --describe new uses for traditional materials, --compare new and traditional materials. or	Suggested resource persons: builder, carpenter, salesman of building supplies.
	Read references and write a special report on one new building material used today or a traditional material used in a new way. Report orally to the class.	Book No. 23, The Home, Its Furnishings and Equipment, Ch. 1.
	Study trade magazines and advertising to learn about interior finishes.	
	Discuss available materials and trends in relation to design and performance. Determine how children in the family may affect the choices of interior wall and floor finishes.	Book No. 27, Homes Today and Tomorrow, Ch. 5.

(2) The material from which a window is constructed and the style and placement of a window will affect the amount of --natural ventilation, --heat loss, --light.	Organize a panel to discuss the advantages and disadvantages of the following: --Materials commonly used for windows --A variety of window styles Determine how the above materials and styles may affect the following: --Natural lighting --Appearance --View --Heat loss --Privacy --Ventilation --Decoration	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 5. No. 28, Homes With Character, Ch. 2.
c. Heating and Cooling		
(1) There are a variety of heating systems used in houses today such as the following: --Forced warm-air heating --Forced hot-water heating --Central-heat pump --Radiant heating	Survey the class to determine the types of heating systems used in individual homes.	
(2) Each heating system has advantages and limitations that may influence the final selection of a house.	Read a reference and discuss the advantages and disadvantages of each type of heating system from the standpoint of the following: --Climate --Adaptability to the type and size of house --Life expectancy --Type of fuel --Other advantages or disadvantages	Book No. 23, The Home, Its Furnishings and Equipment, Ch. 5.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Contact representatives of utility and fuel companies to obtain information on the cost of heating a home with the following types of fuel: --Gas --Electricity --Coal --Oil Compare the heating costs of the various fuels for a given size house for one year. List the types of heating systems that may be adapted to air conditioning. Investigate the cost of adding central air conditioning. Suggest additional methods one may use to help cool a house such as the following: --Strategically placed trees --Light colored roof --Insulation --Attic fan --Awnings --Other methods	Book No. 28, Homes With Character, Unit 2, Ch. 5.

d. Electrical Wiring		
(1) A knowledge of some electrical terms is essential for the understanding and judging of the household electrical systems.	Read references and define the following electrical terms: --Lighting outlet --Receptacle --Grounding wire --Meter --Ampere --Volt --Panel box or fuse box --Circuits --Main switch --Fuses --Circuit breakers --Kilowatt --Watt	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 5. No. 27, Homes Today and Tomorrow, Ch. 5.
	Prepare a checklist for determining the number, type, and location of electrical outlets needed in homes of the following sizes: --Under 1200 square feet --1200 to 2000 square feet --Over 2000 square feet	
(2) Adequate wiring is necessary to safely provide for the following: --Household equipment --Background lighting --Decorative lighting	Observe an electrician as he uses a blueprint of a house to point out adequate wiring. Analyze blueprints of house plans to determine if adequate wiring is planned. Determine the signs and dangers of inadequate wiring as applied to your home.	
	Discuss the steps to follow when replacing a fuse. Make a chart of the fuse box at home and indicate the areas in the house controlled by different fuses.	Book No. 28, Homes With Character, p. 308.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Observe a resource person demonstrate the rewiring of a plug and the repair of an electrical cord.	Suggested resource persons: industrial arts teacher or other knowledgeable teacher or student.
	Make or repair an extension cord, a lamp, a nightlight or any electrical appliance cord.	Book No. 28, Homes With Character, pp. 308-309.
	Take field trips to various types of housing available in the community such as a new house, an older house, a mobile home and an apartment. Observe the following: --Floor plans --Traffic patterns --Storage --Structural conditions --Building materials --Heating --Electrical wiring	
	Evaluation: Answer the following questions about the house plan you have previously chosen. --Would it be structurally sound? --What type of building materials would you use if you were building this house? --How would you plan to have this house heated and cooled? --Is the wiring shown on the plan adequate? If not, what needs to be added?	

5. Economic Factors

a. The same type of house may vary in cost due to the following:

(1) Location
(2) Taxes
(3) Insurance
(4) Type of financing
(5) Luxury additions made by the owner

Make a collection of advertisements of houses for sale. Select several two or three bedroom home examples and make a chart showing the price range. Discuss the reasons for the differences in price.

Find out the current interest rates on home mortgages charged by various lenders in the community.

Compare the costs of a specific house using different methods of financing such as:

--FHA loan for 15 years
--FHA loan for 30 years
--Conventional loan for 15 years
--Conventional loan for 30 years

b. In buying a home the following factors are used as a standard guide:

(1) The cost of the house may not exceed two and one-half times the annual income.
(2) The monthly house payment may not exceed one fourth the monthly income.

Using the chalkboard, compute the approximate amount a family could spend for buying a home if they had a certain income.

Brainstorm why a family might be able to pay more or less money for housing than the standard guide. Compile a list of variables that would cause a difference in a family's housing expenditures. Include the following:

--A small family could have fewer expenses in other areas and may wish to spend more on housing.
--A couple may have a large savings and may wish to use it all on a down payment to purchase a more expensive house.
--A family may have large medical expenses and be unable to pay a very large house payment.
--A family with many members might have large expenses on education or other needs they felt more important.

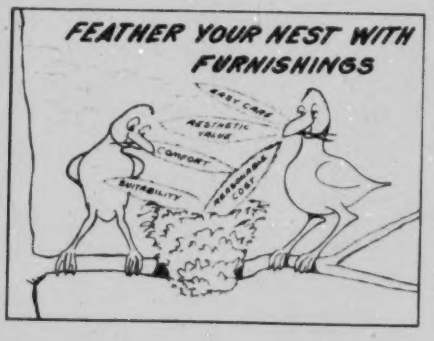
VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Read references and define the following words in relation to housing: --Amortize --Appraisal --Collateral --Contract --Deed --Escrow --Interest --Lease --Mortgage --Deposit --Title search --Transfer of ownership --Closing costs	Books: No. 28, Homes With Character, Ch. 1. No. 27, Homes Today and Tomorrow, Ch. 15. No. 23, The Home, Its Furnishings and Equipment, Ch. 4.
	Discuss and illustrate the following types of mortgages: --Amortized --Straight --Second --Open-end	Book No. 28, Homes With Character, Unit 1, Ch. 2.
	Compare the necessary down payment on various types of mortgage loans.	
c. A decision on whether to rent or to buy may be based on the following: (1) A comparison of costs	Identify and discuss expenses other than the house payment which must be paid from the money budgeted for housing when one owns his own home.	Book No. 27, Homes Today and Tomorrow, Ch. 15.

(2) A comparison of the satisfactions obtained from either renting or buying.	Identify and discuss the housing costs included in a rent payment. Determine and discuss the factors that may make renting advantageous over home ownership. Include the following: --Greater mobility --Additional leisure --Repairs are the responsibility of the landlord --Convenience of the utilities often being included in the rent payment Discuss situations when buying a house, duplex or apartment has advantages over renting. Interview homeowners and/or renters in the community to determine reasons for owning or renting a home. Report findings to the class. Secure a copy of a lease and discuss its provisions. Determine the obligations of a tenant to his landlord and the obligations of the landlord to the tenant in such things as the following: --Deposit --Repairs --Improvements --Lease --Advance notice when moving	Book No. 27, Homes Today and Tomorrow, Ch. 16.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Compare the costs and satisfactions of renting or buying similar types of housing. Include the following: --A mobile home --An apartment --A single-family dwelling Evaluation: Pretend that you have been working for two years. Describe yourself and tell in detail the kind of housing you will have at this time and why.	
B. Selecting Furniture For The Home		
1. Furniture styling tends to follow social history and many of the contemporary furnishings of today reflect a heritage of other times and other countries.	Read references and discuss identifying features of major furniture styles. Observe examples of furniture styles on an opaque projector or pictures on posters. Identify features of each style. Identify a "mystery style."	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 12. No. 27, Homes Today and Tomorrow, Ch. 4.

	View a bulletin board on factors to consider when purchasing furniture.	Bulletin board idea: 
2. Furniture comes in many qualities and the cheapest is not necessarily the least expensive because it may have the least quality per dollar cost.	Discuss factors which should be considered when purchasing furniture, such as: --Cost --Service and durability --Comfort --Suitability --Ease of care --Aesthetic value	Book No. 27, Homes Today and Tomorrow, Ch. 13.
3. A knowledge of furniture quality helps one recognize true sales savings and will help one get better quality furniture in any price range.	Observe and discuss indications of good furniture construction such as the following: --Dowel joint --Mortise and tenon --Smooth drawer operations --Corner block screwed rather than nailed --Other indications Examine different kinds of wood or wood samples. Discuss such terms as solid wood, veneer, genuine and finish.	Books: No. 28, Homes With Character, Unit 8, Ch. 3. No. 23, The Home, Its Furnishings and Equipment, Ch. 13. No. 27, Homes Today and Tomorrow, Ch. 12. Book No. 28, Homes With Character, Unit 8, Ch. 3.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Determine various types of furniture finishes such as the following: --Hand rubbed --Varnished --Stained --Stressed --Antiques --Plastic coated	
	Look through magazines and determine what materials, other than wood and fabric, are being used in the manufacture of furniture.	Magazines
	Decide what features to look for when purchasing furniture such as the following: --Care needed for upholstery --Comfort --Wood construction --Number of springs and their construction --Type of padding	
4. Fabric is a factor to consider in furniture selection for comfort, beauty and ease of care.	Observe a display of fabrics commonly used for upholstery.	
	Discuss the advantages of the following as they apply to fabrics for home furnishings: --Scotch Guard --Snag proof --Fade resistant --Ease of maintenance	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 15. No. 28, Homes With Character, Unit 8, Ch. 4.

	Determine the types of furnishings for which each of the above is best suited. Observe a demonstration of how spills and stains react on fabrics with and without stain repellents.	
5. Purchasing furniture from a reputable dealer increases the possibility of dependable service.	Study samples of warranties, seals of approval, guarantees, and care labels.	Books: No. 23, The Home, Its Furnishings and Equipment, Ch. 13. No. 28, Homes With Character, p. 259.
6. Labels provide information to guide the consumer in the selection of furniture.	Analyze information on labels provided for protection, safety, care and length of expected service. Visit a furniture display. Select pieces you would like. Determine the following: --Cost --Good or bad furniture construction --Type of upholstery --Style --Information on the tag about quality, construction, and care	
7. Moderately priced furniture may be the best buy if it will give years of service, satisfaction, and comfort.	Determine a moderately priced piece of furniture that you feel would give you satisfaction and comfort. Evaluation: Pretend you could buy one piece of bedroom furniture. Make a selection and tell the style, its function, cost, comfort, appearance, and construction qualities that helped you make the choice.	

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
C. Male Role and Responsibilities in the Home 1. Safety	Brainstorm and list on the chalkboard accidents that have occurred in the home. or Share with the class clippings from newspapers which report accidents occurring in the home. List on the chalkboard the types of accidents revealed. Determine where these listed accidents occur and their causes. Include the following: --Suffocation --Falls --Electrocution --Burns --Other types of accidents Devise rules of safety that may have prevented the accidents listed. Include various locations in the house such as the following: --Bathroom --Kitchen --Bedroom --Other areas	Book No. 28, Homes With Character, Unit I, Ch. 1.

	Read references and summarize some safety measures for the home.	Book No. 14, Exploring Home and Family Living, Ch. 19.
a. The probability of danger of physical injury to the occupants of a home is reduced when the following are avoided: (1) Rugs that skid (2) Sharp edges of furniture in traffic paths (3) Open doors or doors that stick (4) Open drawers (5) Objects on stairways (6) No handrail (7) Improper lighting on stairways (8) Heavy objects above head level (9) Extension cords or electrical outlets overloaded (10) Extension cords underfoot (11) Slippery floor (12) Improper storage of poisons and sharp objects (13) Improper storage of fuels such as gasoline and fuel oil	Make a safety checklist entitled "What Lurks In Wait For You?"	Book No. 46, Teen Guide to Homemaking, 3rd ed., Ch. 8.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
b. Home accidents can be reduced if family members are aware of possible hazards.	Using the safety checklist developed in class, take a look at your home for safety hazards or safety precautions being taken.	
c. The development of good habits of safety practices promote and contribute to convenience and safety in the home.	Report to the class the results of using the checklist and discuss how one can prevent accidents in one's home.	
	Evaluation: Trace, draw, or find a picture to construct a poster which illustrates a home safety factor which has been studied. Make up a safety slogan for the poster. Display the poster in the classroom under the title, "Safety Sense."	
2. Maintenance		
a. Maintenance is the technique of avoiding depreciation of a house.	Define maintenance.	Book No. 23, The Home, Its Furnishings and Equipment, Ch. 7.
b. Making simple household repairs may prevent major maintenance problems.	Brainstorm simple household repairs that a practical homeowner makes.	
	Read references and outline or demonstrate procedures for simple household repairs such as the following: --Repairing a dripping faucet --Relieving a stopped drain --Replacing a screen	Book No. 28, Homes With Character, Unit 9, Ch. 2.

	--Repairing a sticking door --Replacing a broken lock --Other repairs Make a list of tools one would need to make the above household repairs. Describe other home repairs that need to be made if a house is properly maintained. Check individual homes for needed repairs . Plan and perform a simple repair at home. Report your progress to the class.	Book No. 28, Homes With Character, Unit 9, Ch. 2.
c. Seasonal maintenance aids in keeping a house in a general state of repair.	Brainstorm seasonal maintenance needed to keep a house in an attractive state of repair. Obtain information from advertisements, interviews or references about the cost of hiring workers to complete the following seasonal jobs: --Exterior of a house painted --One average size room painted --Wallpaper placed on one room --Driveway coated with blacktop sealer --Lawn care such as application of weed killer, fertilizers, and reseeding --Evergreen shrubs and trees trimmed and treated for insects --Other seasonal jobs Compare the costs and time involved if the homeowner does the job himself.	

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
d. The male family member may aid in the care of the household in the following ways: (1) Participating in the household routines	Brainstorm and list the daily, weekly, occasional, and seasonal housecleaning jobs in your home. Make a checklist from the above list which include the following columns: --Jobs usually done by female members of a family --Jobs usually done by male members of a family --Jobs which are done by either a male or female member of the family Determine why the jobs in the second column are usually assumed by males. Read a reference and determine how housekeeping may be simplified. Include the following: --Keep dirt out --Store supplies conveniently --Use work schedules --Other ideas Make out a work plan for daily cleaning jobs. Plan to take over for a period of one week at least one housecleaning task not previously assumed in the home.	Teaching Unit No. 6, "Let's Clean House."

(2) Choosing and using appropriate household cleaning products	Note to teacher: Assign individual students to visit grocery stores and make a list of all the available products sold for one specific cleaning task, such as the following: --Clean windows --Clean floors --Wax floors --Clean ovens --Clean porcelain --Clean and wax furniture --Other specific cleaning tasks or Bring in various types of household cleaning aids and form a display. Discuss the proper use and function of each cleaning agent in the display. Compare cost, ease of use and effectiveness. Read references and identify the correct way to care for the following: --Wood floors --Tile floors --Windows --Walls --Porcelain fixtures --Carpets --Stone and brick --Woodwork --Metal --Chrome --Copper --Brass --Silver	Commercial pamphlets
(3) Selecting, using, and caring for household equipment	Read references and identify the types of vacuum cleaners available on the market.	Book No. 23, The Home, Its Furnishings and Equipment, Ch. 21.

VI. A Man's Castle

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss the use and care of each type of vacuum cleaner. or Observe a demonstration of each type of vacuum cleaner.	Suggested resource persons: Appliance salespersons.
	Choose the type of vacuum cleaner you would prefer and give reasons for your choice.	
	Describe the operation of a polisher-scrubber. Decide if it is a wise purchase.	Book No. 23, The Home, Its Furnishings and Equipment, Ch. 21.
	Collect pictures and secure prices of other cleaning equipment. Include the following: --Brooms --Mops --Brushes --Feather dusters --Sponges	
	Practice methods of cleaning in the department.	
	Evaluation: Draw a cleaning task from a "grab-bag." Select the correct cleaning product, method, and equipment. Complete the chosen task.	

PERSONALITY TRAITS

Find the hidden words that describe desirable and undesirable traits of personality. The words may be found up and down, across and backwards. List the words in the appropriate columns as they are found.

DESIRABLE

C H E E R F U L O D N I K A D P
O A D E R E N N A M L L E W E A
U T U F E P U N C T U A L O P T
R E R S U O I V N E F S H Y E I
T F R I E N D L Y O T B A D N E
E U B O N S L U F H T U R T D N
O L I E S A D F L G A R B R A T
U H O N E S T T Y D E E R G B H
S I N C E R E H S M E A N J L E
A D E M O O R G L L E W R E E L
G S A D N A T U R A L L U A D P
G O G E N E R O U S T U D L E F
R B A R O M U H B R A V E O T U
E R E S P E C T F U L A T U E L
S U O I T I B M A N I C E S R E
S E N T H U S I A S T I C R M L
I R E E G N I V I G R O F A I B
V W E L L O T N A R E L O T N A
E N E A T M A N N E R E D I E E
C O O P E R A T I V E P O V D E
R L O I M A G I N A T I V E F R
E L B I S N O P S E R G O O D G
P O B E D I E N T C L E A N L A
M G O O D S P O R T S P O K E N
E V I T N E M U G R A S O F T B
T D A B D E C E I T F U L T C D

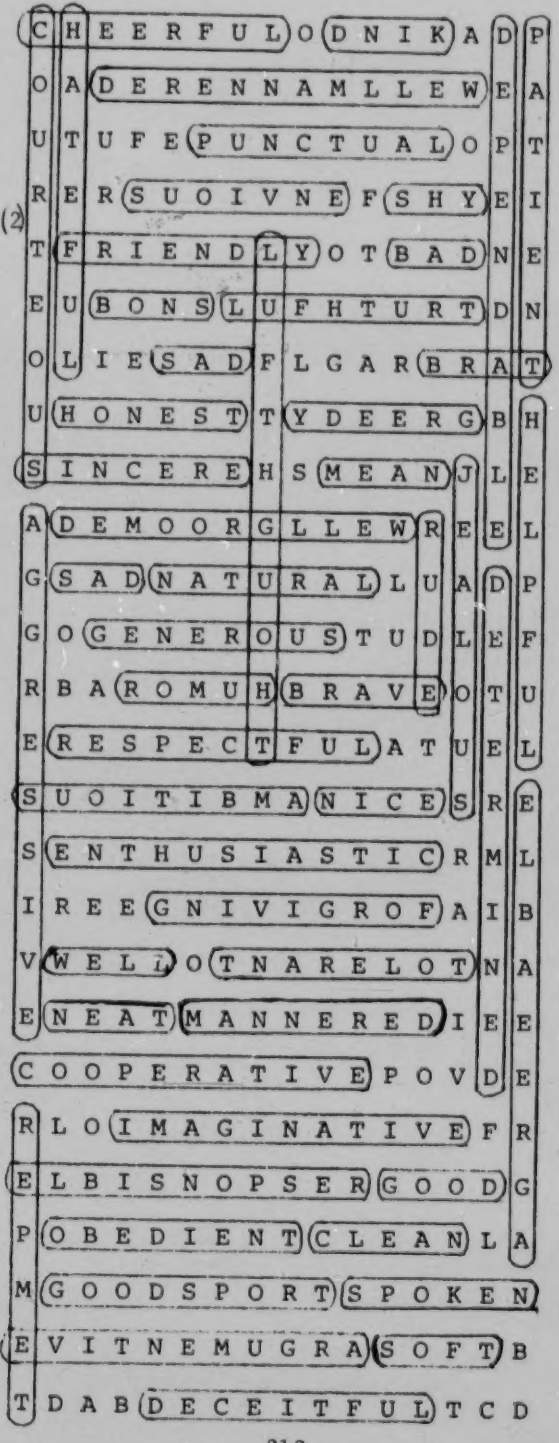
UNDESIRABLE

KEY TO PERSONALITY TRAITS

Find the hidden words that describe desirable and undesirable traits of personality. The words may be found up and down, across and backwards. List the words in the appropriate columns as they are found.

DESIRABLE

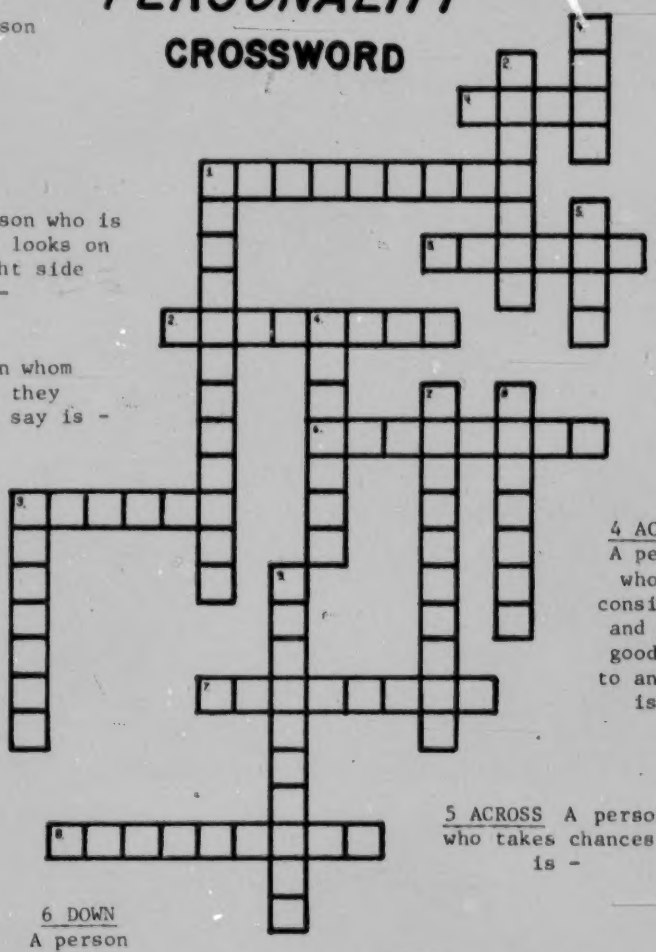
1. Cheerful
2. Courteous
3. Honest
4. Sincere
5. Natural
6. Well mannered (2)
7. Neat
8. Enthusiastic
9. Generous
10. Helpful
11. Dependable
12. Respectful
13. Obedient
14. Good sport
15. Clean
16. Soft spoken
17. Forgiving
18. Good
19. Cooperative
20. Imaginative
21. Responsible
22. Tolerant
23. Friendly
24. Ambitious
25. Well groomed
26. Kind
27. Punctual
28. Agreeable
29. Brave
30. Patient
31. Humor
32. Nice
33. Determined
34. Truthful
35. Thoughtful



UNDESIRABLE

1. Hateful
2. Shy
3. Brat
4. Sad (2)
5. Aggressive
6. Deceitful
7. Mean
8. Argumentive
9. Bad
10. Envious
11. Snob
12. Greedy
13. Jealous
14. Rude
15. Temper

PERSONALITY CROSSWORD



1 ACROSS
A person who is full of energy is a person who is -

1 DOWN A person filled with enthusiasm or lively interest

2 ACROSS A person who is on time is -

2 DOWN
A person who is honest, straightforward is -

3 ACROSS A person who is fair, does not lie or exaggerate is -

3 DOWN A person who will aid or assist another is -

4 ACROSS
A person who is considerate and shows goodness to another is -

4 DOWN
A person who is discourteous or impolite is -

5 ACROSS A person who takes chances is -

5 DOWN One who looks down on others and acts superior

6 ACROSS A person who does not criticize others for doing things they dislike is -

6 DOWN
A person who has skill in dealing with delicate situations is -

7 ACROSS
A person who has the disposition of a friend and is kind to another is -

7 DOWN A person on whom you can rely that they will do what they say is -

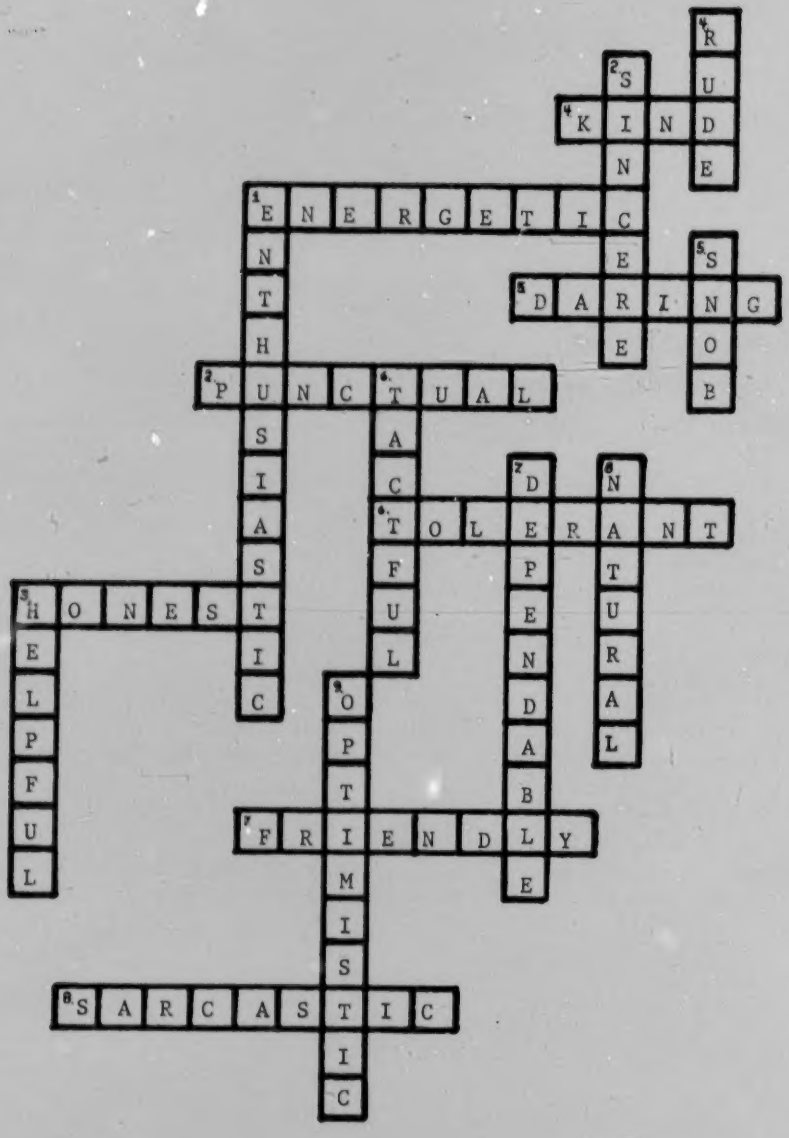
8 ACROSS A person who makes fun of others with cutting remarks

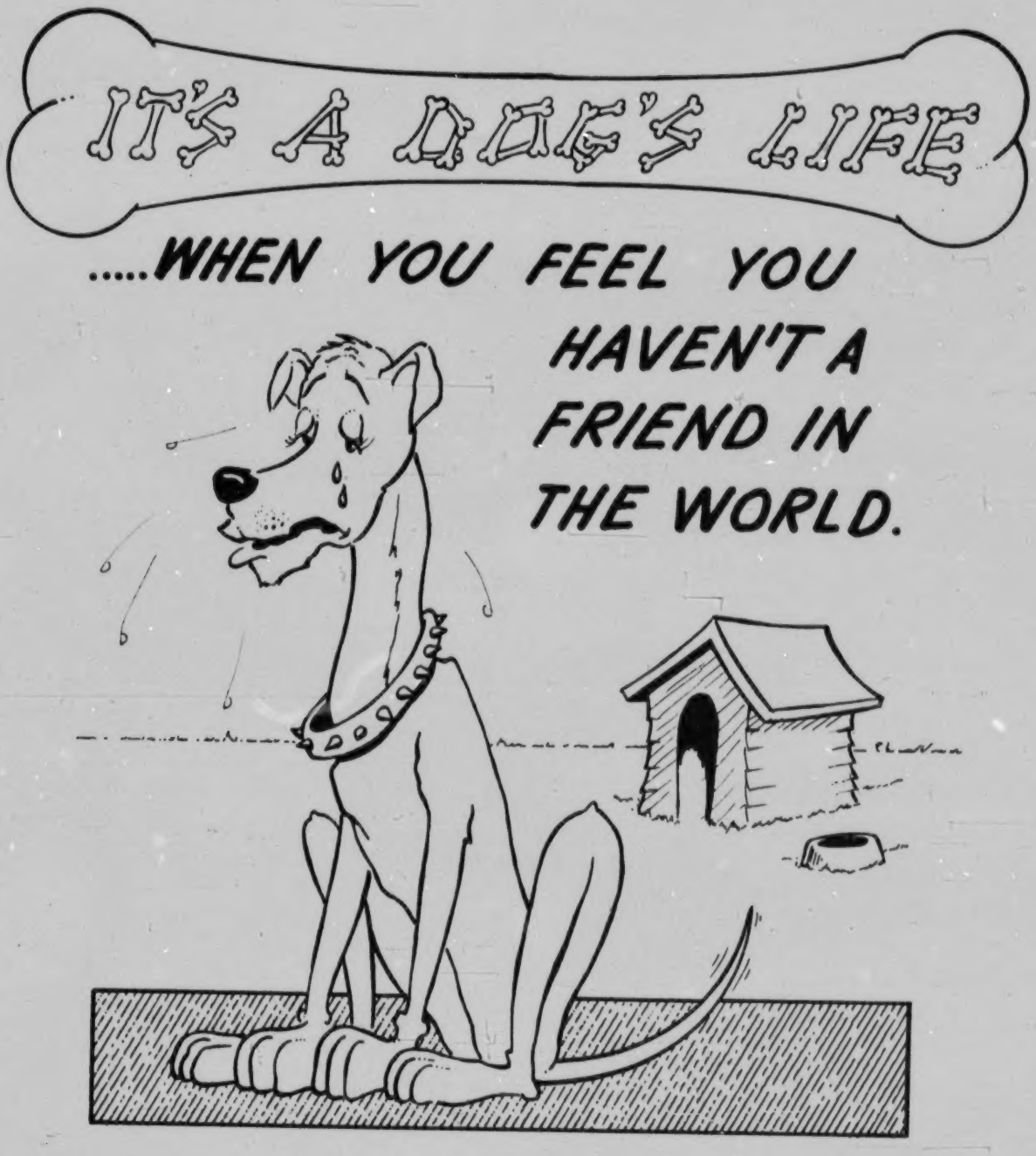
8 DOWN Be yourself as you are, not pretending

9 DOWN A person who is cheerful and looks on the bright side is -

R. GILMORE C.O.C. UK 1985-37 HOWE EC.

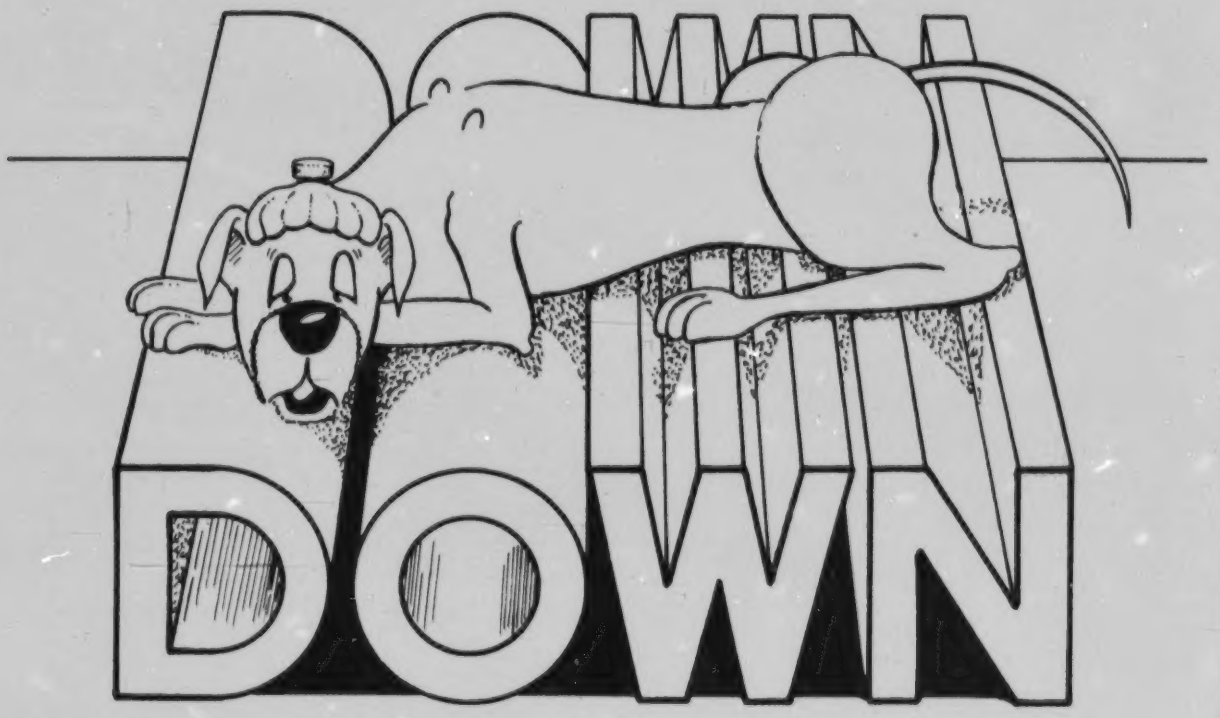
PERSONALITY
CROSSWORD KEY





R.GILMORE CURR. DEVE. CNTR. UK 1085-2 HE

LIFE CAN REALLY GET YOU....



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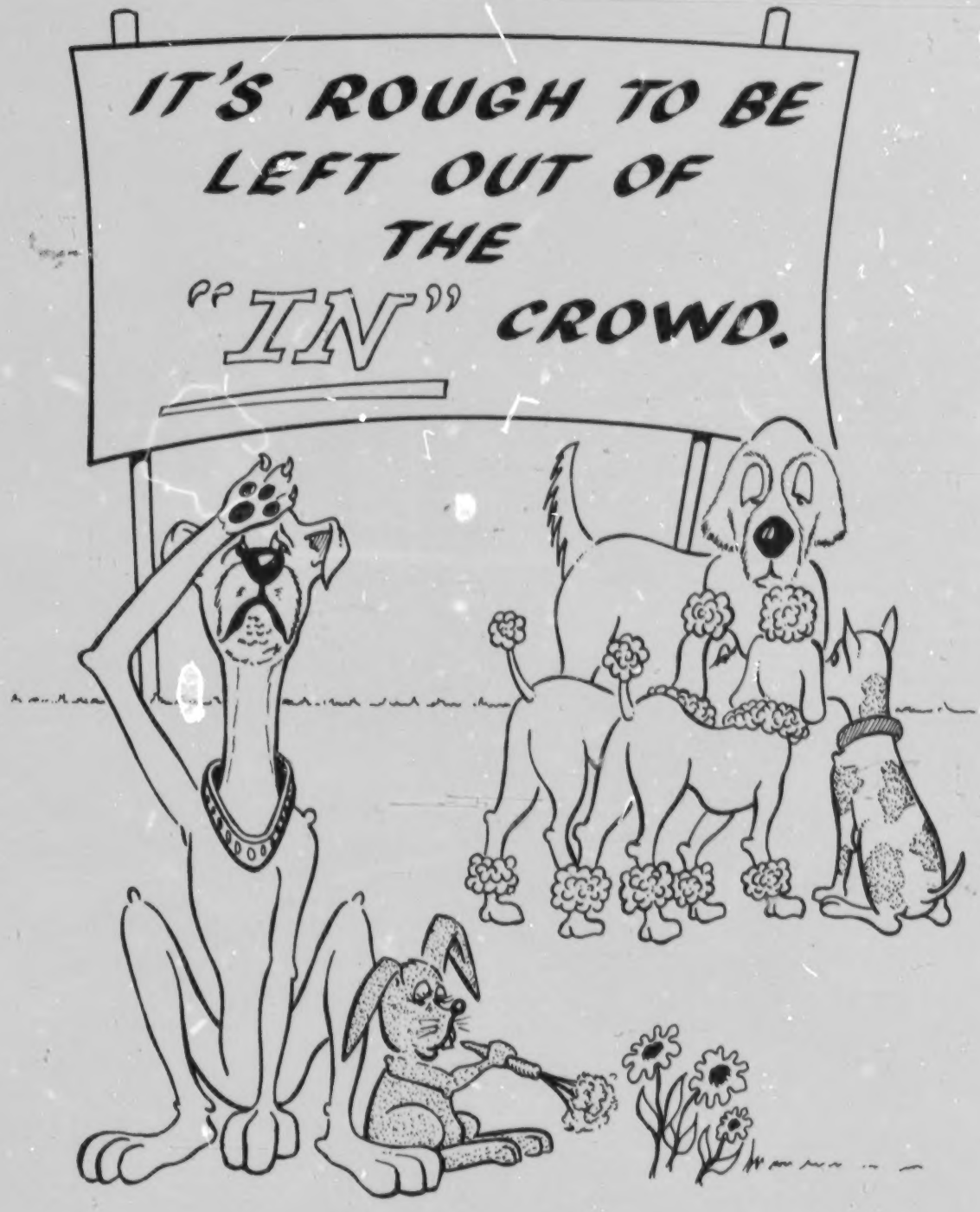

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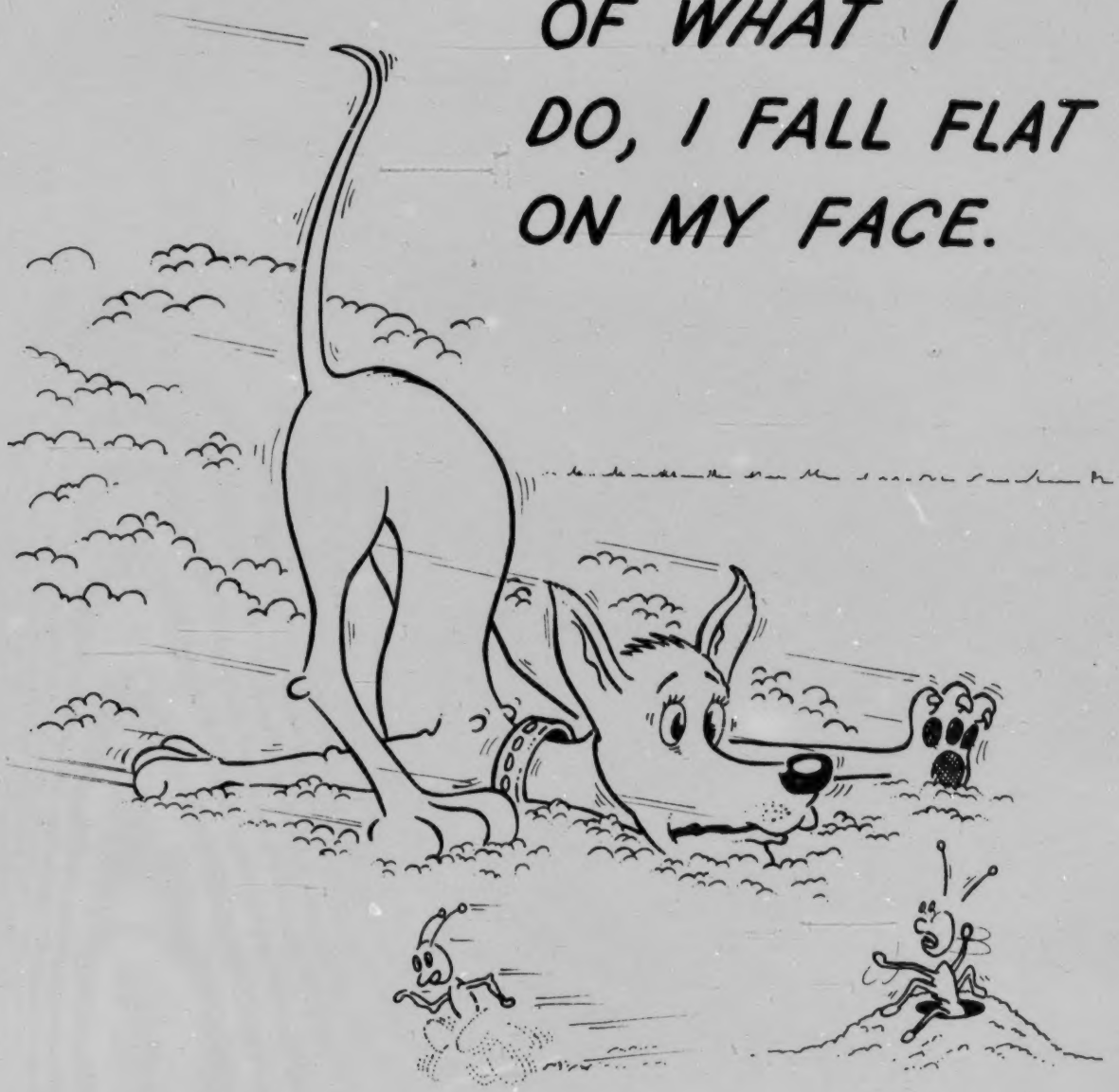
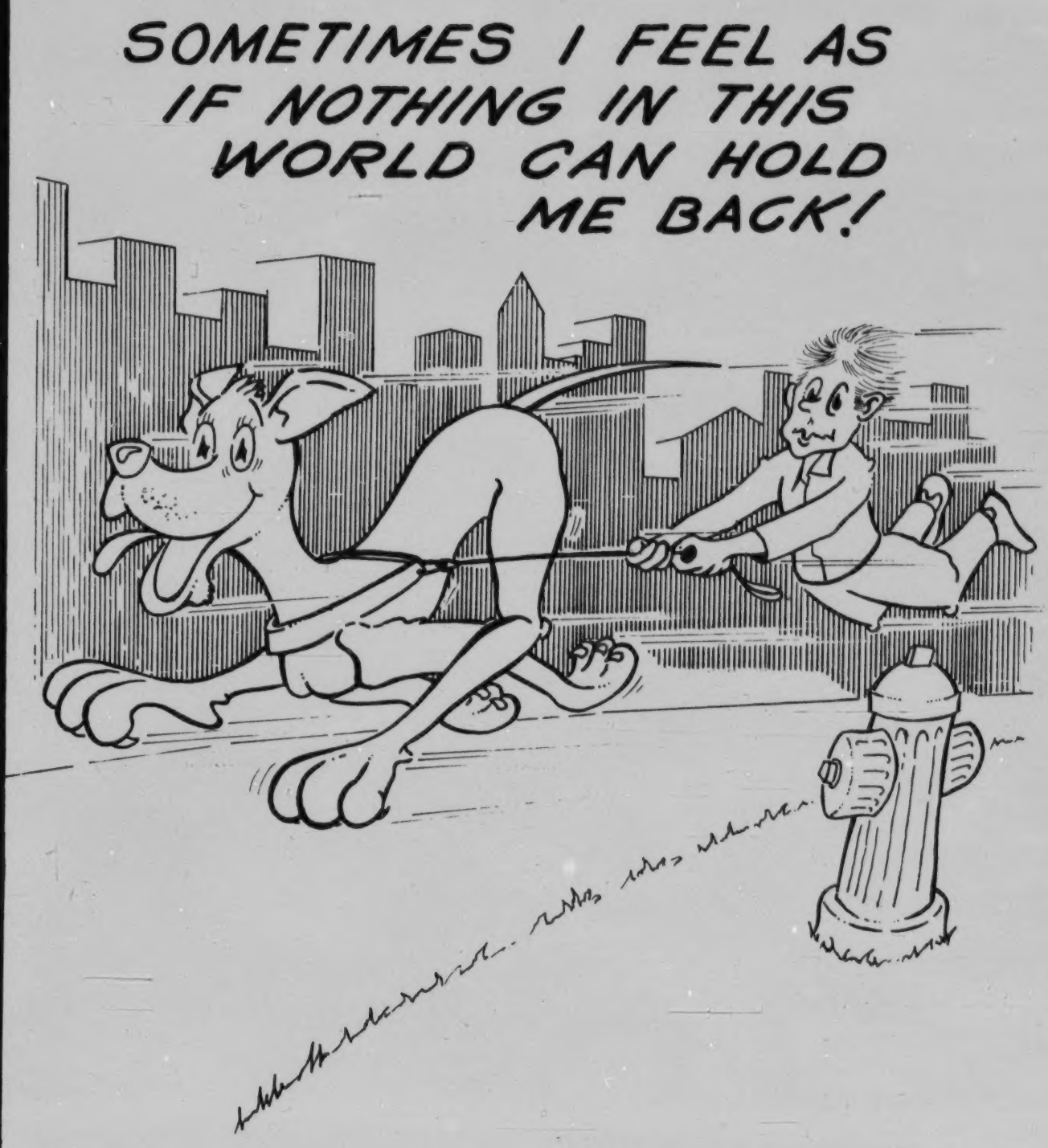

SOMETIMES, REGARDLESS OF WHAT I DO, I FALL FLAT ON MY FACE.
R. GILMORE CURR. DEVE. CNTR. UK. 1085-3 H.E.



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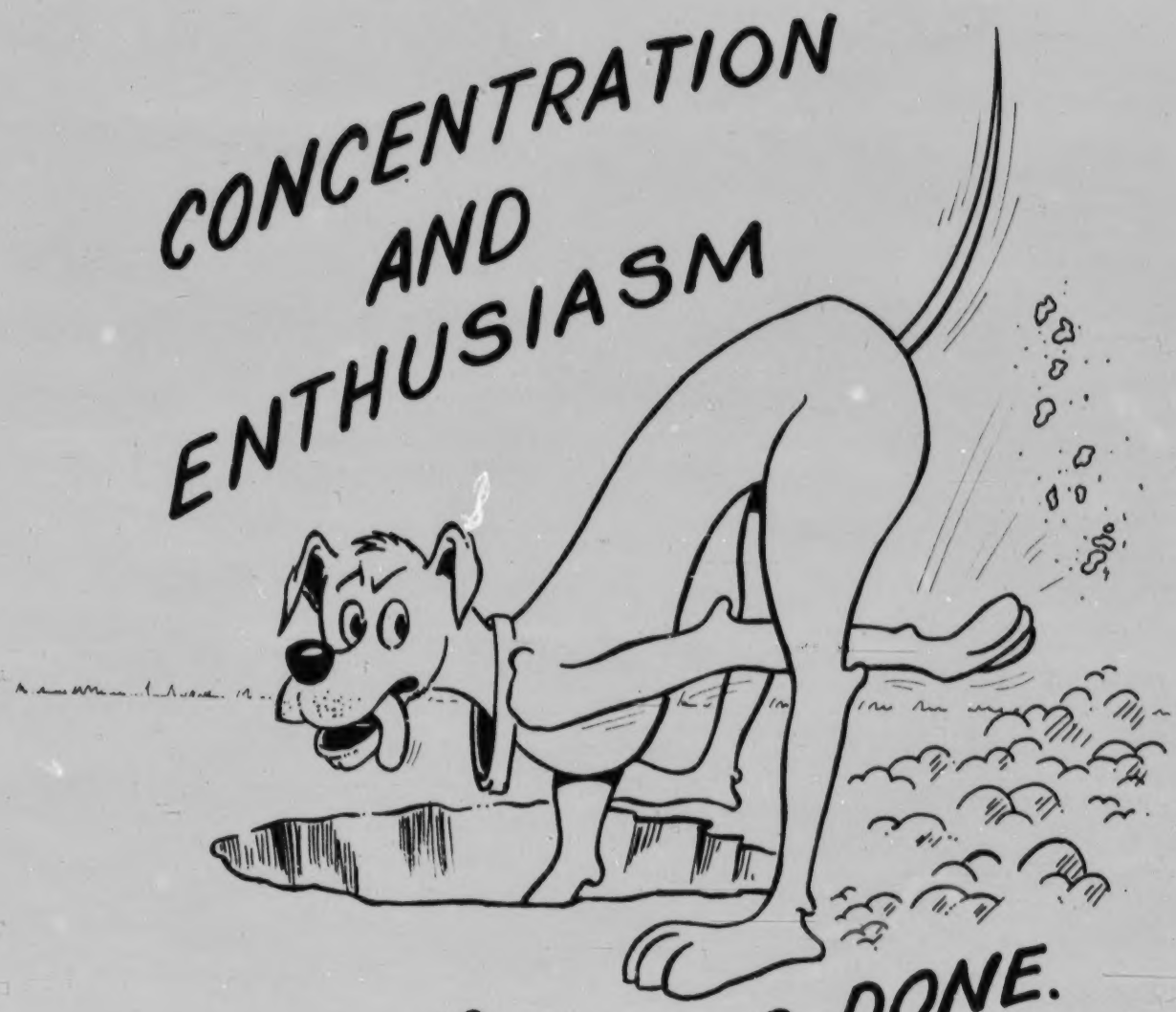


R GILMORE. CURR. DEVE. CNTR. UK. 1085-7 HE

R. GILMORE CURR. DEVE. CNTR. UK 1085-6 H.E.

IT'S GREAT TO

BE ALIVE.

PERSONALITY CHECK LIST

		Place a Check (✓) in one:		
		Yes	No	Sometimes
1.	I have fits of temper when things do not go my way.	____	____	____
2.	I am reliable when I make a promise.	____	____	____
3.	My first impulse is to be kind on all occasions.	____	____	____
4.	I enjoy being with other prople.	____	____	____
5.	I am shy.	____	____	____
6.	I am courteous to others.	____	____	____
7.	I consider the feelings of others.	____	____	____
8.	I am rude in an attempt to be funny.	____	____	____
9.	I can laugh at my own mistakes.	____	____	____
10.	I try to manage everything.	____	____	____
11.	I am tolerant of others opinions	____	____	____
12.	I force my opinion on others	____	____	____
13.	I control my temper.	____	____	____
14.	I am a good loser.	____	____	____
15.	I do my share of work.	____	____	____
16.	I compliment others on their successes.	____	____	____
17.	I complete the tasks I start.	____	____	____
18.	I like to daydream.	____	____	____
19.	I pity myself.	____	____	____
20.	I am able to adjust to most situations.	____	____	____
21.	I am optimistic and happy.	____	____	____
22.	I get my feelings hurt easily.	____	____	____

		Yes	No	Sometimes
23.	I hurt the feelings of others.	____	____	____
24.	I interrrupt people when they are talking because I wish to speak.	____	____	____
25.	I make up stories in order to make myself seem more important.	____	____	____
26.	I can control my emotions.	____	____	____

PERSONAL PLAN FOR SELF IMPROVEMENT

Personal Trait I Want To Develop	Why I Want To Develop This Trait	My Plan For Developing This Trait	What I Did	Results

THE GUY IN THE GLASS

When you get what you want in your struggle for self
And the world makes you king for a day,
Then go to your mirror and look at yourself
To see what the guy has to say.

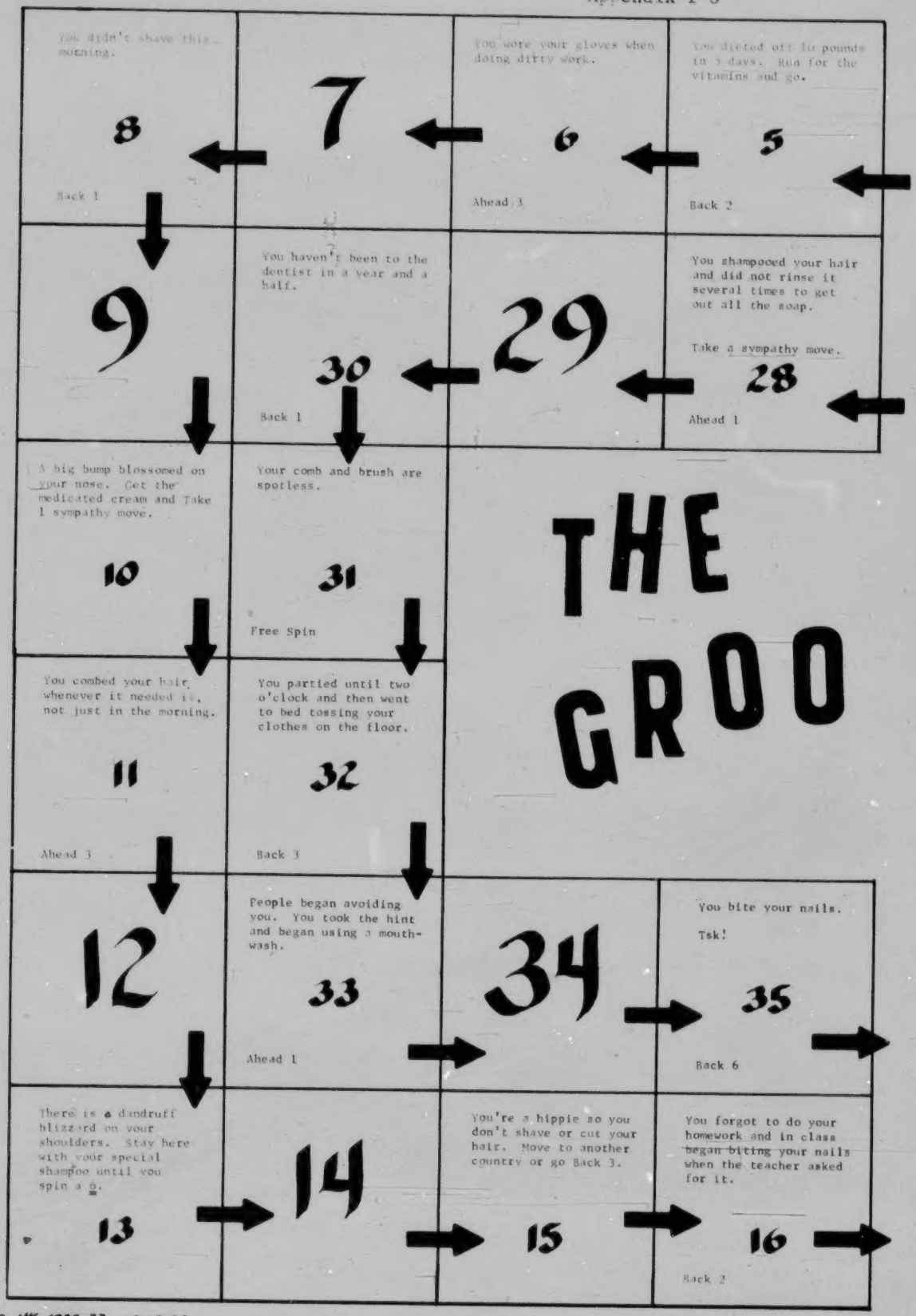
For it isn't your father or mother or wife
Whose judgement upon you must pass,
The fellow whose verdict counts most in your life
Is the guy staring back from the glass.

He's the man you must please, never mind all the rest
For he's with you clear to the end,
And you've passed your most difficult, dangerous test
If the man in the glass is your friend.

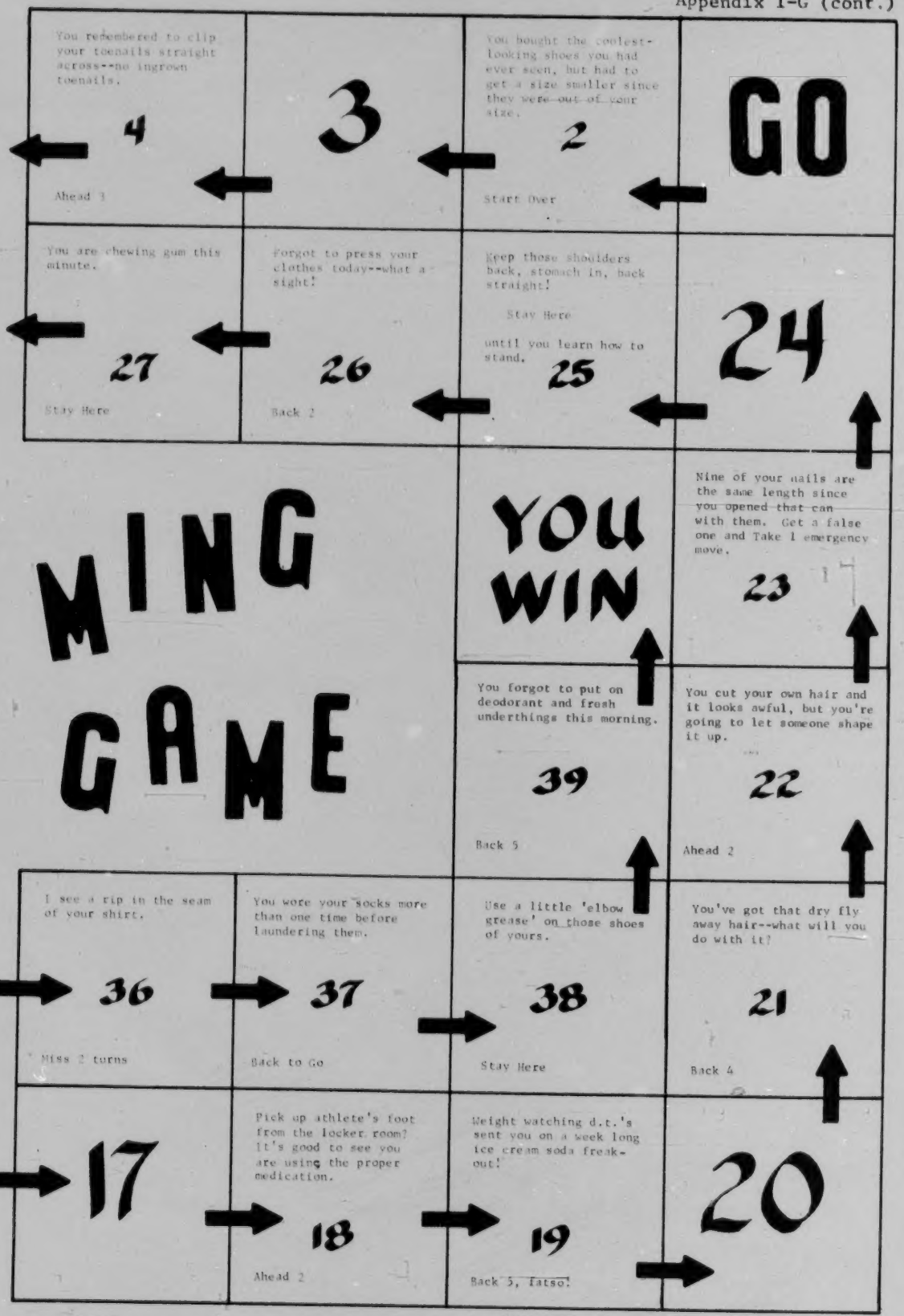
You may be like another and "Chisel" a plum
And think you're a wonderful guy,
But the man in the glass says you're only a bum
If you don't look him straight in the eye.

You can fool the whole world down the pathway of years
and get pats on the back as you pass,
But your final reward will be heartaches and tears
If you've cheated the guy in the glass.

Author Unknown



GILMORE C.D.C. UK 1085-33 NOME EC.



R.GILMORE CAC. UK 1085-34 NOME EC.

THE GROOMING GAME

Spinner: Make a spinner from cardboard with a construction paper arrow and a brass brad. It should be approximately 8 1/2" x 10" and contain the numbers 1 - 10.

Game Board: Reproduce the game board from the example and tape it together.

Tokens: Make tokens from various colors of construction paper. They should contain names of the following grooming characters:

--Sam Skin

--Freddie Foot

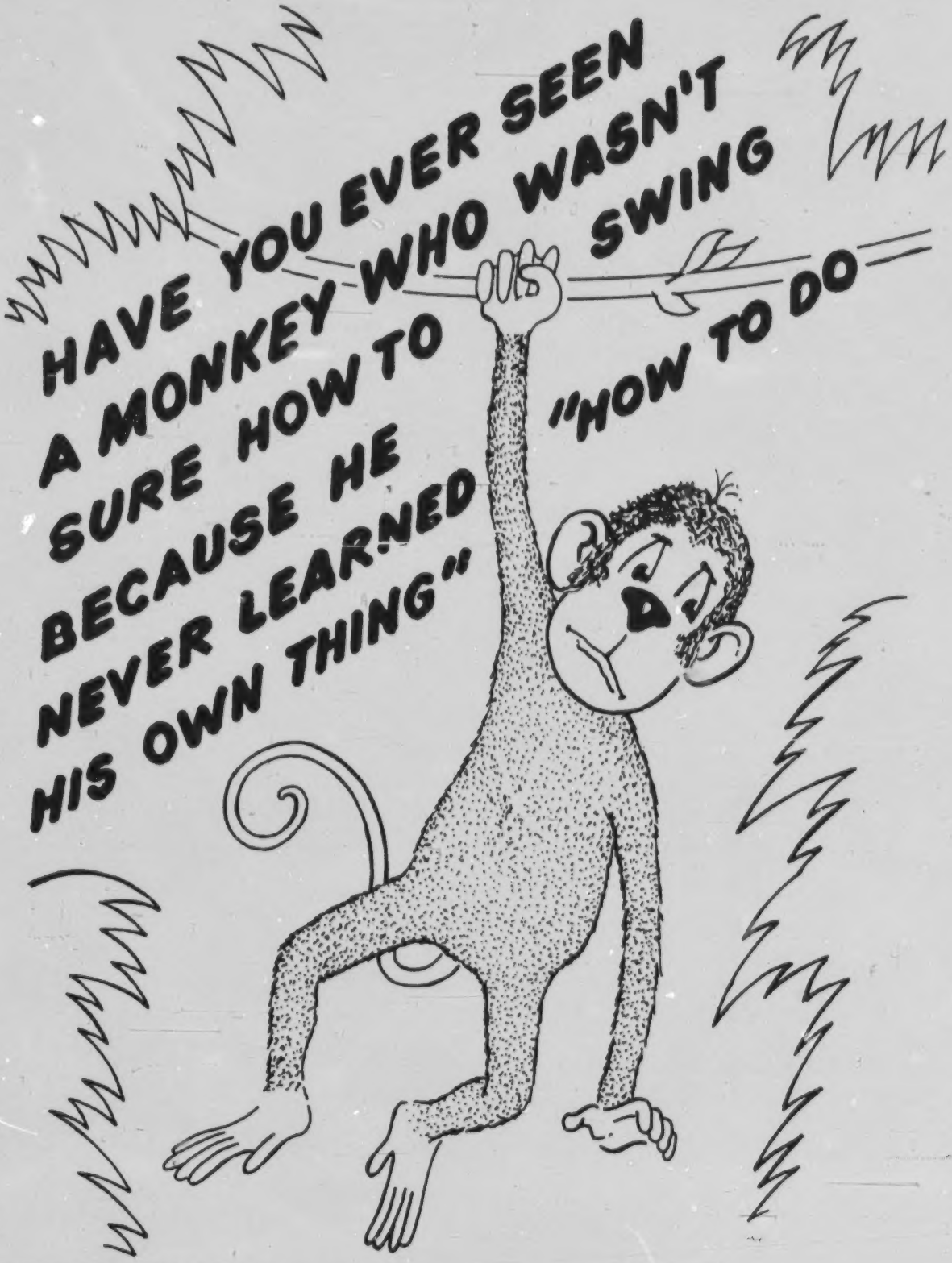
--Terry Tooth

--Henry Hair

--Clean Shaven John

Directions: Divide the class into groups of 4 or 5 players. Each group has a spinner and a game board, and each player has a token. Each player spins once. The player who lands on the lowest number in each group begins the game on the square marked "Go." Players spinning succeedingly higher numbers take their turns in order. Each player spins to move and moves his token around the board counter-clockwise following the numbers toward 40 and "You Win" unless directed by the square on which he lands to move backwards. Each player follows the instructions for the square on which he lands before the next player spins to move. As the player nears the finish, he must spin the exact number required to land on 40 or "You Win" square. If a player spins too high, he does not move. The game is a matter of luck. However, in the real life grooming game, it takes more than luck to be a winner.

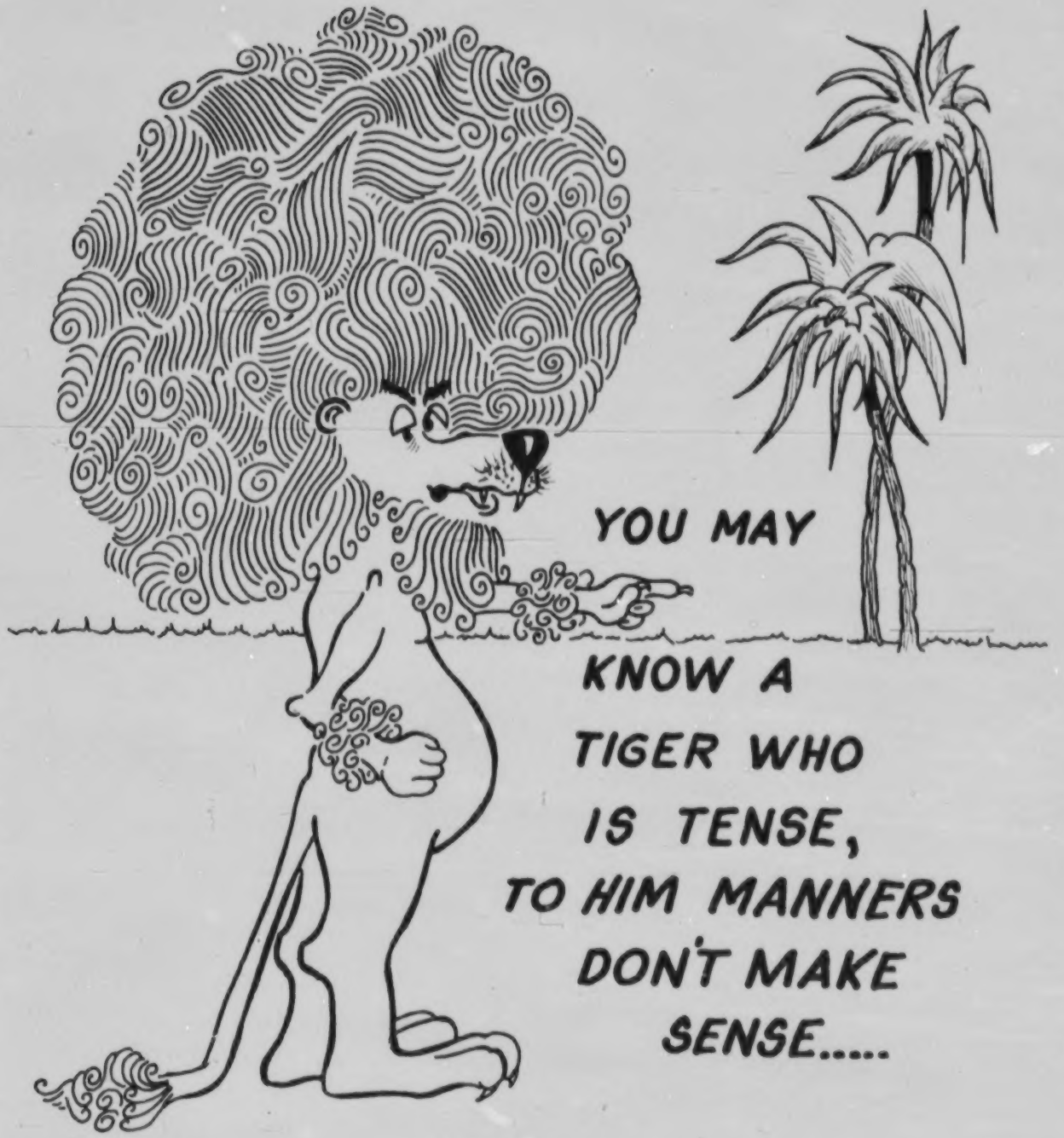
R. GILMORE. CURR. DEVE. CNTR. UK. HOME. EC. 1985-18



R.GILMORE CURR.DEVE.CNTR.UK 1085-19 NOME EC.

...OR PERHAPS YOU'VE SEEN A "HIPPO" WHO'S NEVER SEEN HAPPY- HOW TO EAT, DRINK, AND

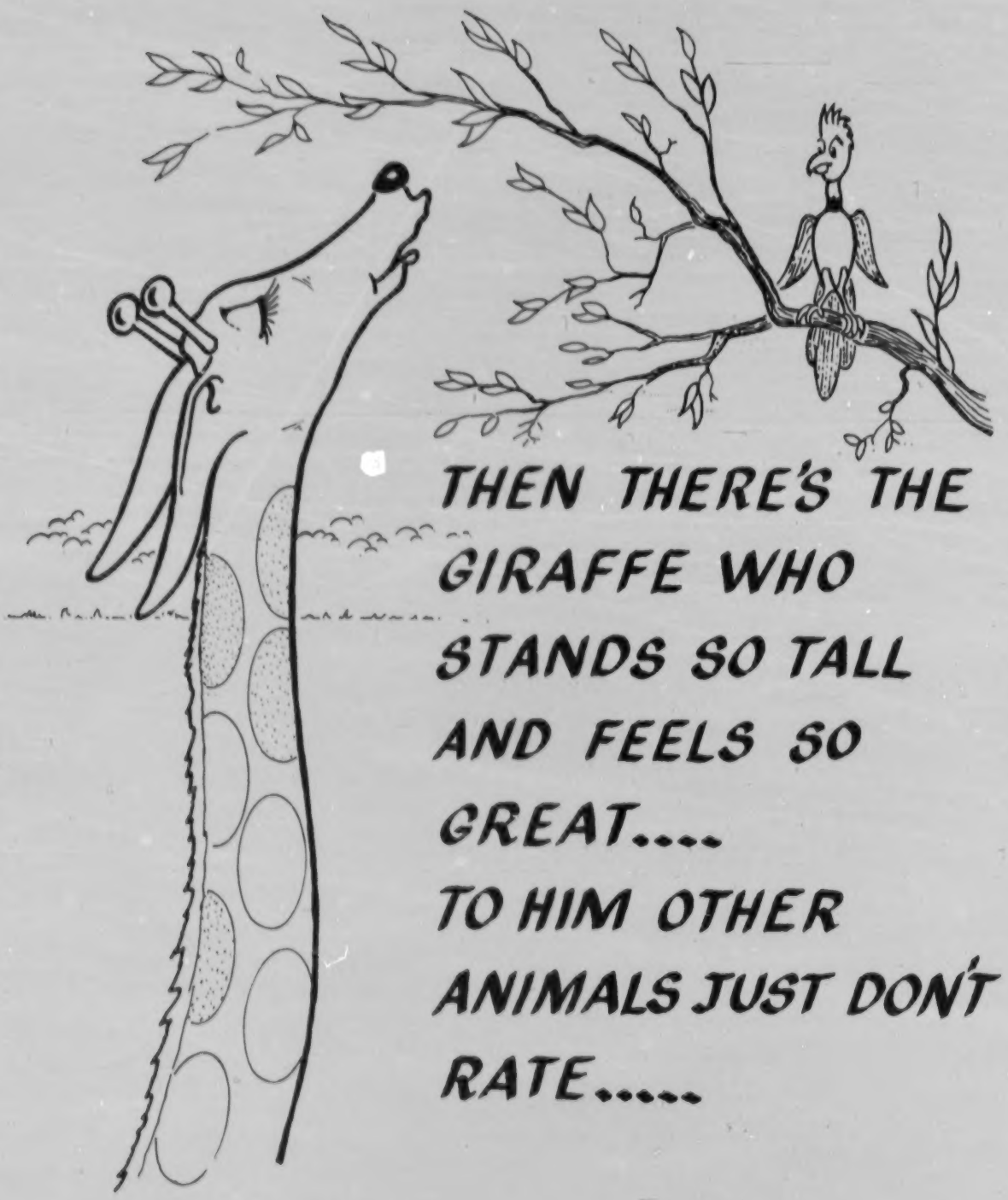
SMOKE WERE NOT TAUGHT BY HIS PAPPY!



R GILMORE CURR DEVE CNTR UK 1085-21 HOME Ec

THERE'S THE LIFELESS LION, WHO FROWNS ALL THE WHILE... OTHER ANIMALS WOULD LIKE HIM. IF ONLY HE'D SMILE.....

R. GILMORE CURR. DEVT CNTR UA 1085-22 HOME EC.

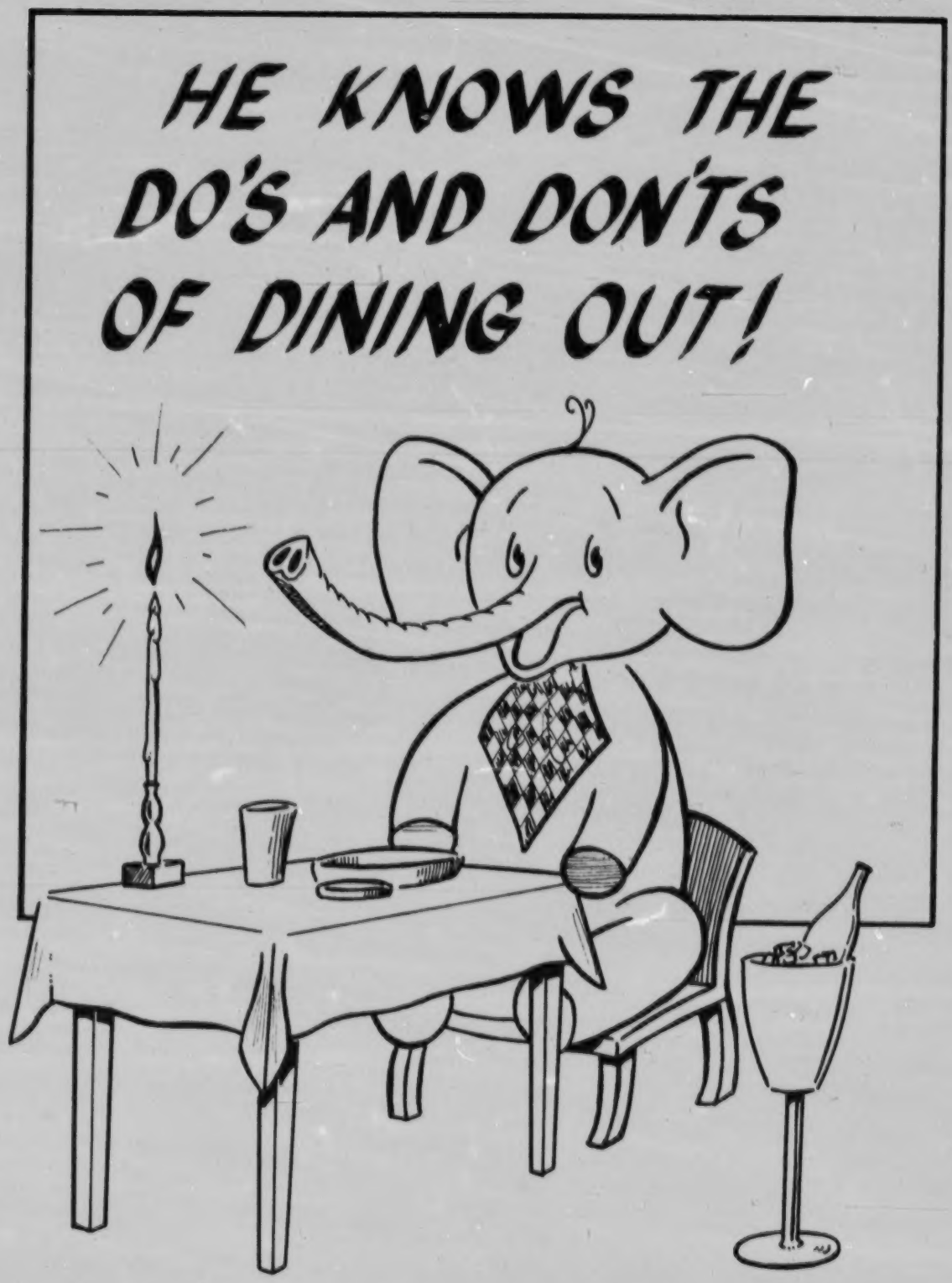


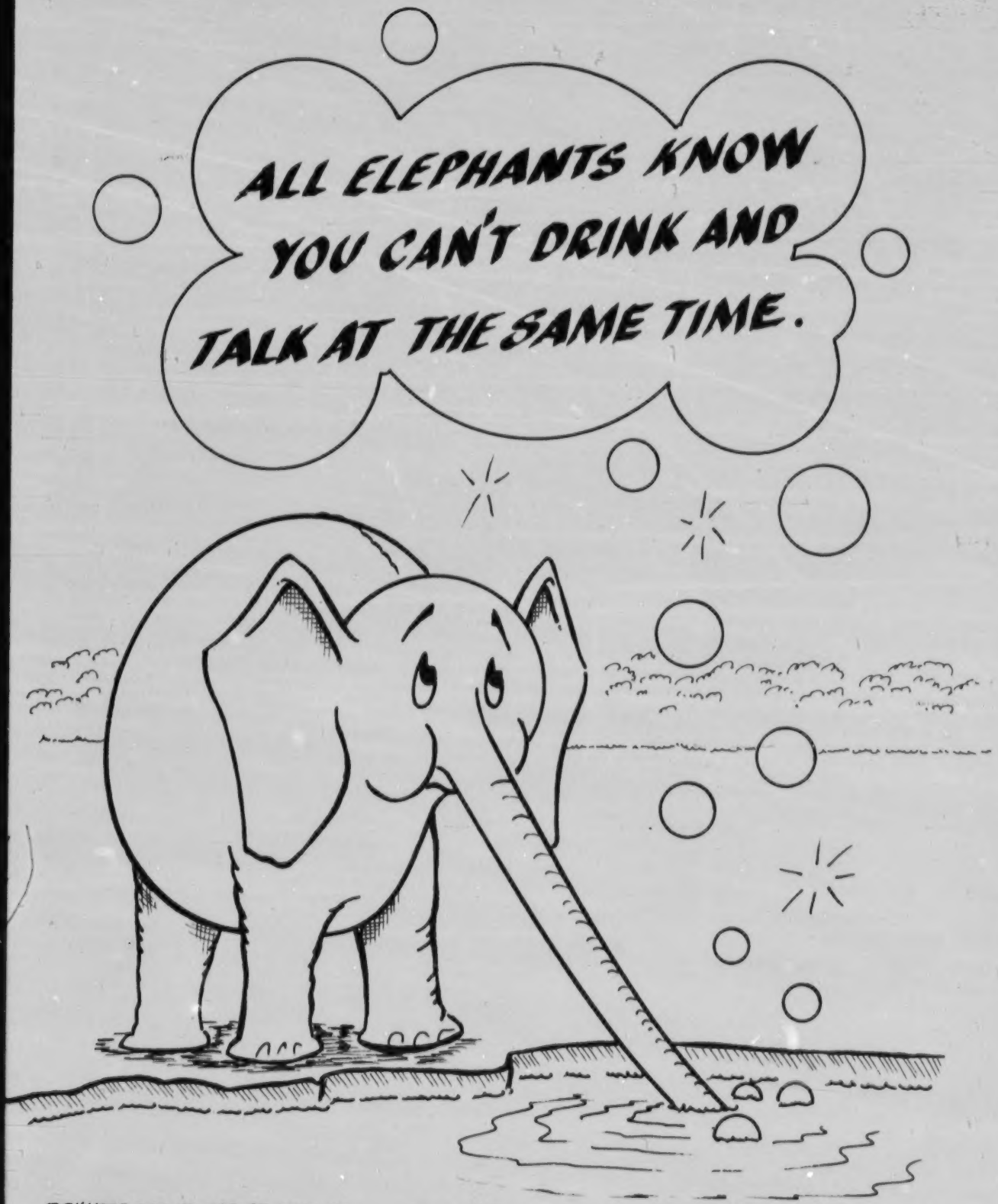
R. GILMORE. CURR. DEVE. CNTR. UK. 1085-23 HOME EC.

OR MAYBE YOU'VE
SEEN MR. BIRD
WHO WOULD LIKE TO
MEET A MISS BIRD

R GILMORE C.D.C. U.K. 1088-24 HOME EC.

BUT ALL HE DOES IS
FLY TO AND FRO....
HOW TO MEET HER HE
JUST DOESN'T KNOW!
R GILMORE C.D.C. UK 1985-26 NOME EC.

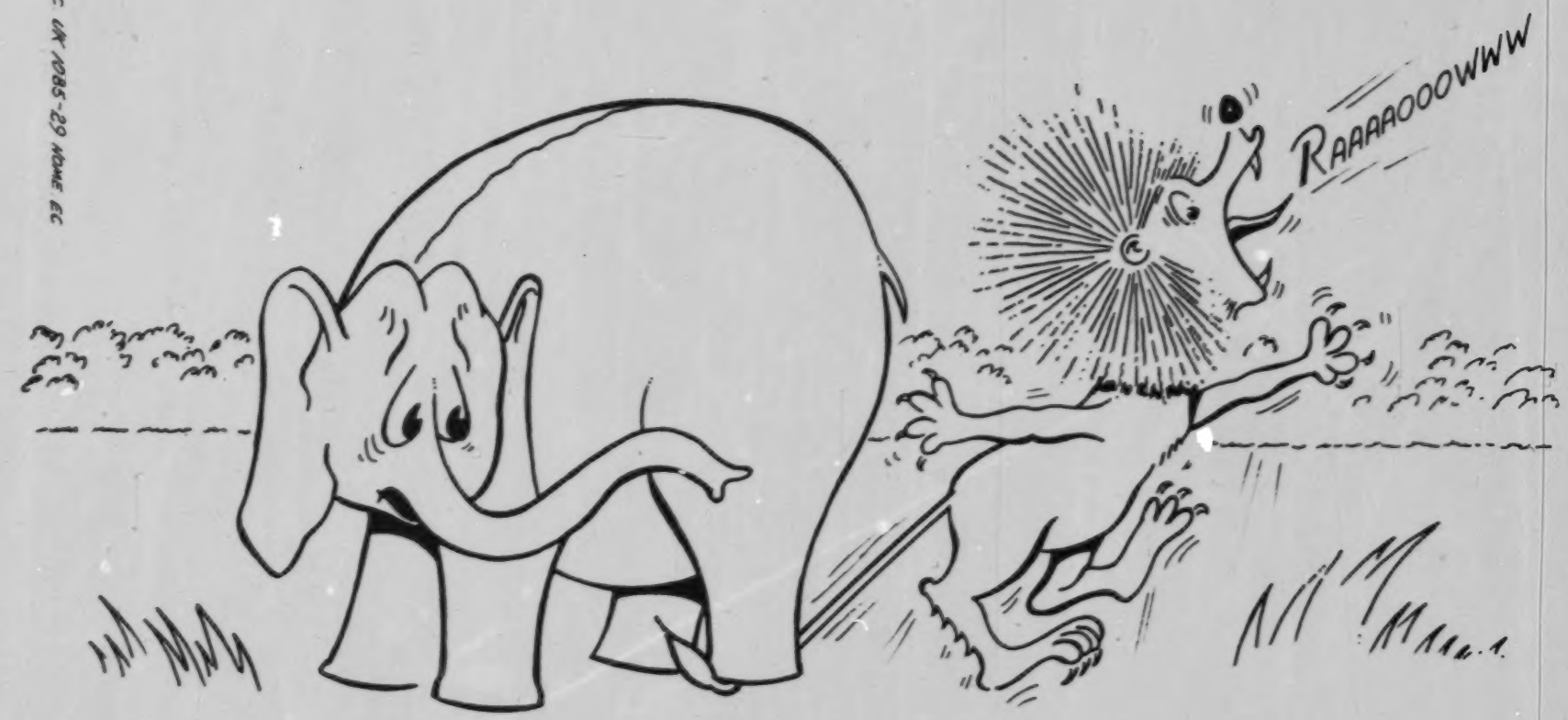

HE KNOWS THE
DO'S AND DON'TS
OF DINING OUT!
R. GILMORE C.D.C. UK 1083-26 HOME EC.



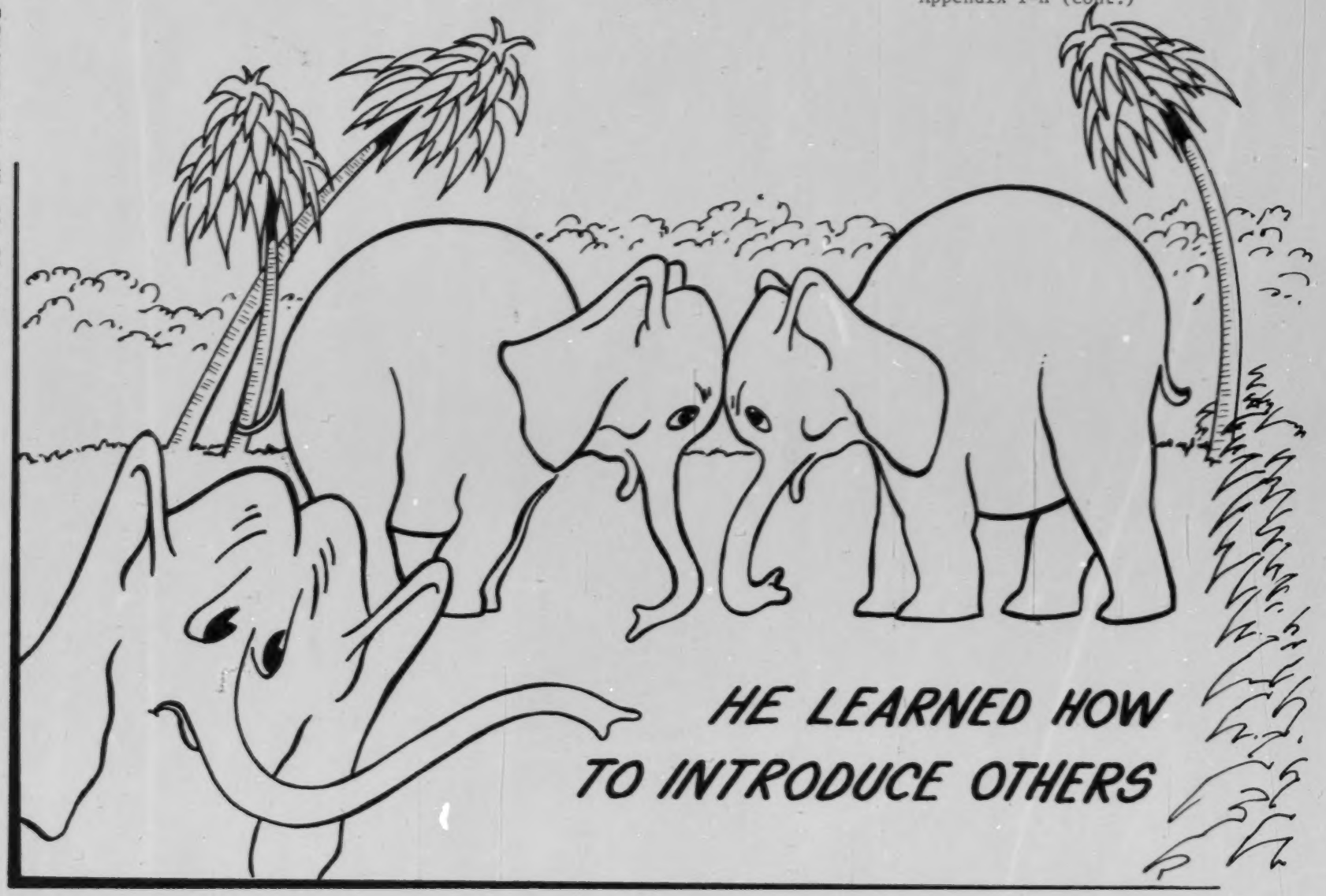
A. GILMORE. CDC. UK 1985-27 HOME. EC.

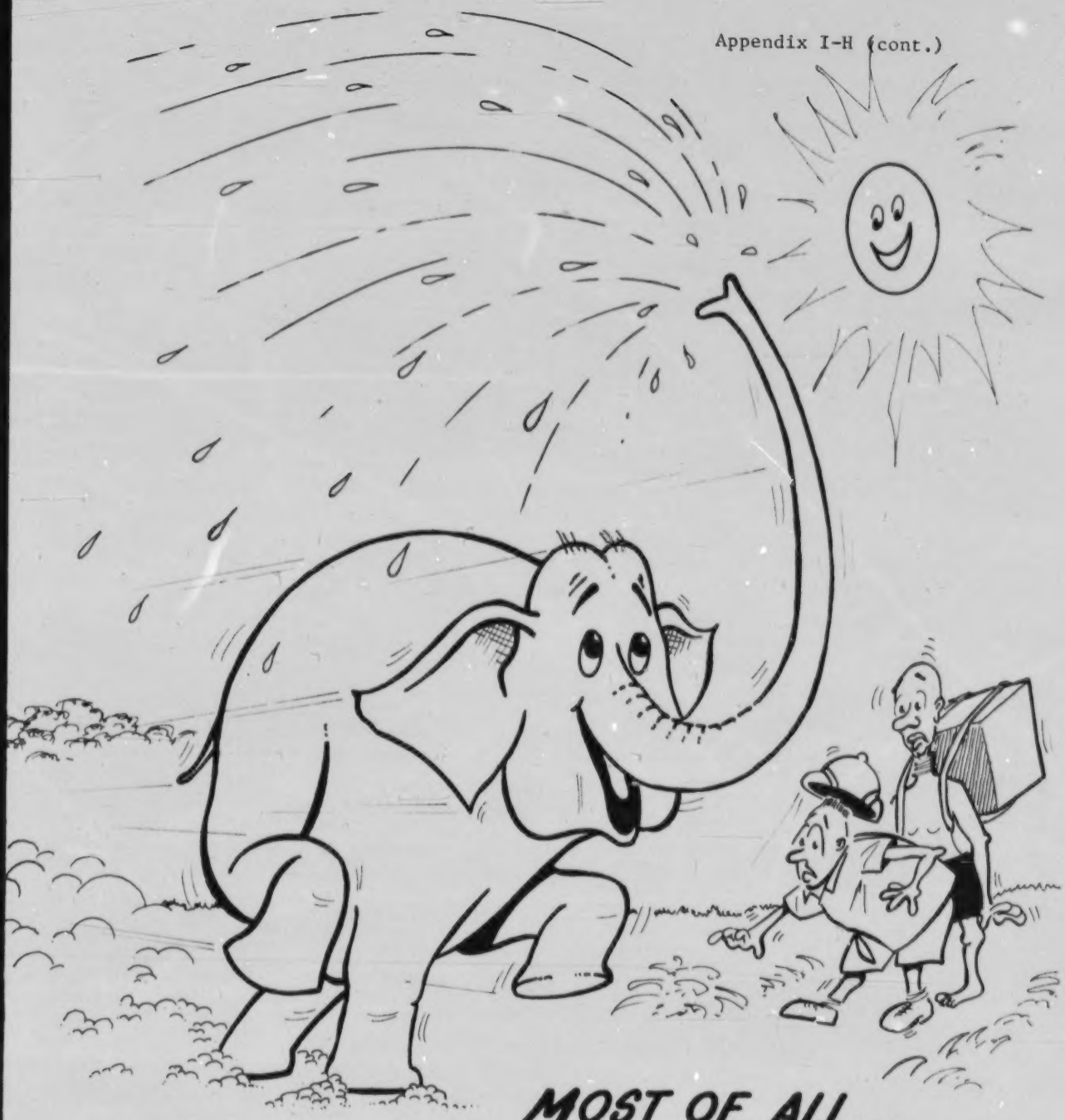
HE KNOWS JUST HOW TO SIT AND STAND!

R GILMORE CDC UK 1985 28 HOME EC



HE LEARNS TO ADJUST TO ALL SITUATIONS.


HE LEARNED HOW
TO INTRODUCE OTHERS



R. GILMORE C.R.C. OK. 1086-31 HOME EC.

MANNERS-GO-ROUND

Manners-Go-Round is an information-giving classroom game intended to inform Home Economics students of current and acceptable behaviors at home, school, church, on dates, in restaurants, movies, at parties, dances or just walking in the park.

The manners given are for both boys and girls so each can learn what role to expect from the other as well as for themselves. It is very good for use with disadvantaged youths.

The object of the game is to travel around the path to the finish. The moves are made according to the directions given on the cards drawn by the players which contain manner rhymes.

To start the game divide the students in the classroom into two teams, Group I and Group II. Separate the cards and shuffle well. Put the cards in a pile face down. It may be necessary for the teacher or someone so designated to pass the cards from one group of players to the other if they cannot be placed within reach. A player from Group I draws the top card from the pile and reads aloud the manner rhyme. He moves from "Start" the number of spaces indicated on the card. A player from Group II follows in turn. Each time a new card is drawn a new player in the group draws and reads aloud the manner rhyme. He moves the playing piece unless someone has been so designated. Each group is represented by a different color playing piece. Players from each group begin at the Start and travel in the direction of the arrows around the circles. When a card is drawn that indicates to move backward, the player counts the space next to the one he occupies, the same as moving forward. Two players may occupy the same space.

If all cards are used and the game is not finished, reshuffle the cards and use the pile over again.

The first group to reach "Finish" wins the game.

Developed by Agnes Durbin, 1971

Don't be a fool, No fighting at school, Just play it cool, and obey the rule! Move ahead two; remember what not to do!	How crude and rude of Dick to eat, A sandwich while walking down the street, Perhaps, he nibbles on the roam, Because he's starved by his folks at home! Move ahead three; are you alone?
Sex and marriage, Go together like a horse and carriage, You were told by mother, You can't have one without the other. Move back two; let this be a lesson to you.	While you are eating, do not chat, Constantly of this and that. Select a subject that's pleasant and you'll see, The meal will be better for you and me, Move ahead three!
The boy I date is polite, To go out with him is delight. He acts as a gentleman should do, And remembers to say, "Please and thank you!" Move ahead two!	You are out with Ted, and up comes Nan, But even if she'd like your man, You politely say, "Nan, this is Ted." Name lad to gal, not gal to lad. Move forward one, Isn't this fun?
Though perfect grooming is good to see, Please don't show us how it came to be. Renew your make-up, comb your hair, Where there is no one near to watch and stare, Move ahead two; does that please you?	No guy who wants to impress his date, Will stand around and watch and wait, While she struggles with her coat, you see. But helps her take it off with glee, And you can move ahead by three.

MANNERS-GO-ROUND

It may be a bore to learn, All the do's and don'ts and will's and won'ts, But you may be laughed at if you don't! With good manners, move ahead three, You'll be glad you listened to me.	When you ride on a bus with Ray, You know that you should pay your way, Unless he makes a firm request, That you go with him as his guest. Move ahead three, honey bee!
When you go on a date, Give good grooming a whirl, Then you'll probably see, More of that girl. Move ahead two, as fast as you can!	When out on a date, Don't act like Calamity Jude, Even though by day you rate, The name of "Dungaree Dude." Move ahead three, the place won't be the same.
Be sure your costume is not too drastic. Suitable for the occasion, Will be most attractive, And your date will say "Fantastic"! Move ahead three, and call out "whee"!	At proms and balls, this is the way. When you have had your dance with May, Return her to her date once more-- Don't leave her standing on the floor! Move ahead four!
When you finish the bubble gum treat, Don't dare throw it in the street, Act like a young lady or gentleman, By placing it in the nearest trash can. Move ahead three, that's a nice way to be.	When you do shopping, Money don't waste, Choose only items that Fit your taste. Move ahead two, time don't waste!

Appendix I-I (cont.)

Try to be polite, And a sheer delight, By being sweet and kind, And not getting out of line! Move ahead three, You're as nice as can be!	When you finish with that paper, bottle or can, Don't be a litter bug, Drop it in the trash can. Move ahead two, I'm proud of you!
Go to school, Get a good education, and work for the best For your generation! Move ahead three, sounds good to me.	When eating out, Money don't waste, Choose only dishes that Suit your taste. Move ahead three, make haste!
When you have a date, Just be on time. When the date is at eight, Don't get there at nine! Move ahead two, and you're on the line.	When Dick invites you out to eat, The waiter guides you to your seat, No need to wonder what to do. You follow him, Dick follows you. Move ahead two!
When someone looks sad and dissatisfied, Like they are all torn up inside, Smile and give their back a pat, Let them know where their friends are at! Move forward two, and I'll tip my hat!	Think before you leave a person out, And hurt his feelings without a doubt, Remember all persons are equal--it is agreed, Regardless of race, color or creed! Move two ahead, if you heed!

Appendix I-I (cont.)

MANNERS-GO-ROUND

You should not drag John to where, His wallet will be stripped quite bare, Unless he says, "You name the spot." "And how much it costs, matters not." Go back two, you silly tot!	The line was long; you had to wait, You see that you will get home late. You know you should be home in bed, Think of Mom and phone ahead! Move forward two, you super kid!
Sit up straight at the table, and be very polite. And when you are finished, Thank the hostess for a nice night. Move ahead two, you were right!	When you go to the prom, Make your date proud, Don't laugh or yell or Talk too loud. She'll think you're great, as you will see! And now you can move ahead three.
When at a dance, you're sure to go, and bid the chaperon "Hello!" It's not so difficult to do, Remember that she's human too. Now move forward two, will that do?	When you are out among the crowd, Don't ever gossip long and loud, Don't mention names, for who can say, Who may be listening in today! Move ahead three, let's play!
Good morning and goodbye, Are very nice to say, To the family you love, As you go and come each day! Move ahead three, Hurray!	Just now the words you'd like to write, Are "Dearest, darling, my life's light." Suppose that in five weeks or ten, She reads your letters aloud--what then? Move ahead three, am I your friend?

Appendix I-I (cont.)

The proper gifts for you and Tish, To send each other when you wish, Are pictures, flowers, candy and books, These never raise embarrassed looks. Move forward three, listen to me!	Don't ever leave a gal alone, At parties where she is not known Include her when you chat with friends, Don't let her wander at loose ends! Move ahead one and have fun!
We all must wait in vain, While Peggy chats with friends again, Perhaps she thinks that she alone, Is privileged to use the phone. Move ahead three, you'll soon be home.	A dirty joke is not a must, It may leave nothing but disgust, So though you think it does no harm, Forget the salesman and the firm. Move ahead two, don't be alarmed!
When Tom escorts you on the street, In city, town, or county seat. If he has courtesy and pride, He'll always walk on the outside. Move ahead three, don't slide!	Don't talk back to your teacher, Be polite in what you say and do, You may not always agree with her, But remember she is human too! Move ahead two!
If you and Joe must share your gal, Please be as friendly as a pal, If you fuss with her in-between She again may never be seen! Move ahead three, now I'm not so mean.	Beware of wolves! Play safe, my pet, Don't speak to guys you've never met, "I'm sure I've seen your face before!" Are words you'd do best to ignore. Move ahead four!

Appendix I-I (cont.)

MANNERS-GO-ROUND

When playing games, you should recall, That winning trophies isn't all, If you must lose the game you play, Lose well, and win another way. Move four ahead, I hope you stay.	Be sure to greet guests at the door, "How are you, Joe?" "How nice Lenore," Escort them out when they must go, "So glad you came, Lenore and Joe." Ahead three you may go.
Allow all males to open doors, It's one of their more manly chores, Until they do so, you should wait, Be they brother, dad or date. Move ahead four, wish it were more!	Don't give Bill gifts that cost a lot. Or you may find you're on a spot, How sad and silly it will look, To give a watch and get a book. Move back one, you silly snook!
If you tell lies, to friend or foe, The very first thing you know, Your nose may grow very long, Just like Pinochio! Move back one, now you know!	At meals you stacked the dishes high, To see if they would reach the sky, If John gets red, he's not to blame, All boys frown on such a game. Go back one, for shame for shame!
Save us from Larry the bore, Who always wants the floor, To tell his stories long and loud, The girl he dates is not so proud. Move ahead three, don't squeal too loud!	Unless you have to, never break, A date for anybody's sake. Though Jim may be your pet heart throb, If Bob asked first, you go with Bob. Move back one, don't sob!

Appendix I-I (cont.)

You played around with pot and Now you're surely on the spot. You shouldn't play around with grass, Just go along and let it pass. Go back two, as a lesson to you.	To greet folks with a smile and grin, Is the best way I know to make a friend! Move ahead three, You look good to me!
We went out on an early date, You promised Mother you wouldn't be late. She told you to come home at seven, Here you come walking in at eleven. Go back two, next time remember what to do!	When Doug takes a date out for a spin, He helps her out and helps her in, He makes a very grand chauffeur, The sort of guy all gals prefer. Move ahead two, yes sir!
While you are dancing, do not chat, Constantly of this and that. Such conversations soon will pall And leave you girlless by the wall. Move ahead three, don't fall.	A gentleman talks in a quiet voice, Always sounds like he is smiling, And he will get the girl of his choice. When her phone he is dialing! Move ahead three, you're a darling.
Leave your cigarettes at home, When you come to school, Because smoking here is against the rule. Go back one, and that's no fun!	A gentleman must learn to say, Three magic words every day, "Please and thank you" shows that you Are thoughtful of others too. Move ahead three, let's play.

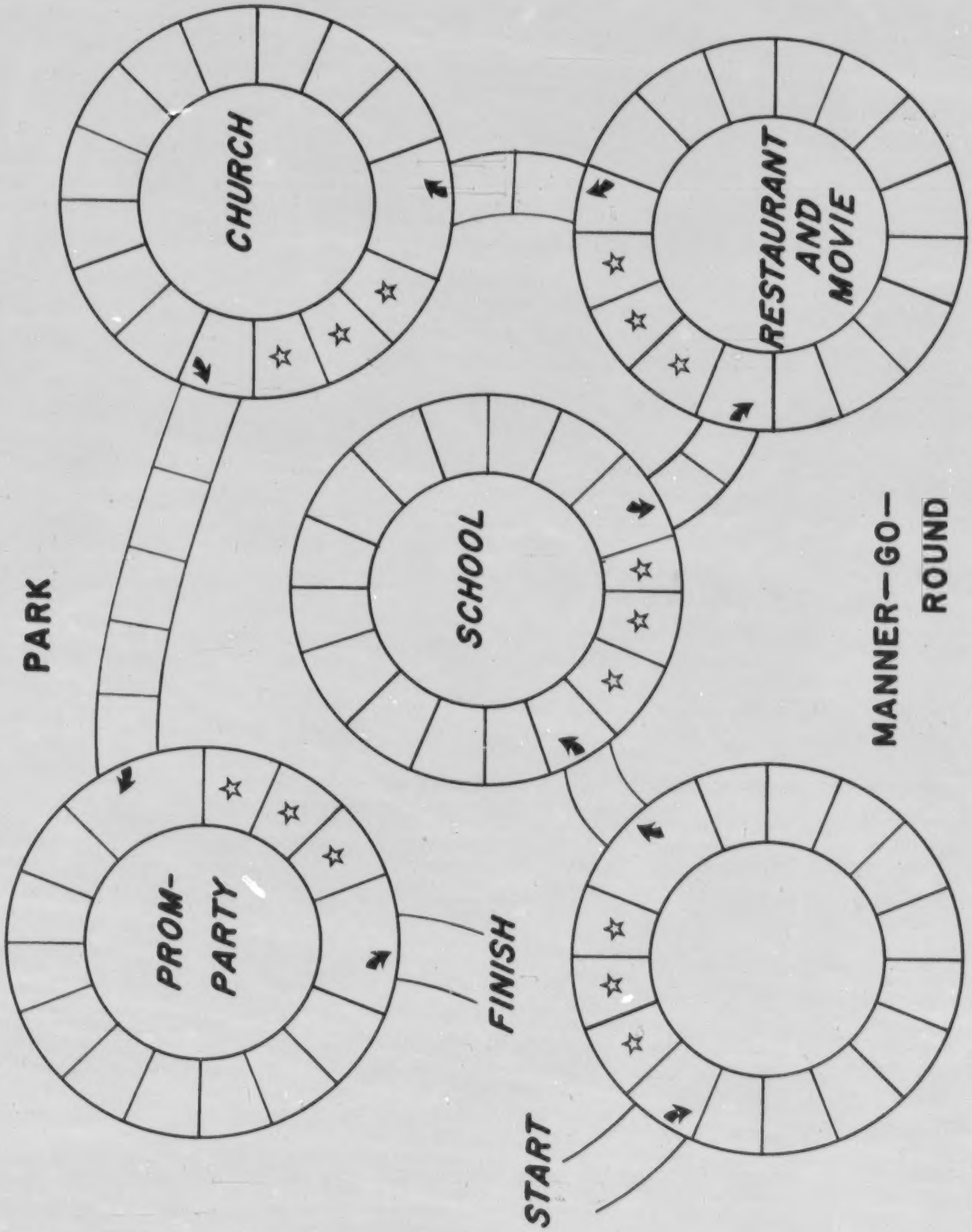
Appendix I-1 (cont.)

MANNERS-GO-ROUND

To make your room, A better place, Keep it clean, And make more space. Move ahead three, and stay in the race!	You should reserve your kisses for the girl, Who is a genuine pearl. Don't hand them out to every chick, But learn to exercise restraint real quick. Move back one, that's no fun.
Go to church on Sunday, Obey the golden rule, On God you can depend, Whenever you need a friend. Move ahead four, With you we'll soon score!	When you are walking down the street, And finish that candy bar so sweet, Don't drop the paper at your feet, Put it in a trash can and be neat! Move ahead three, you can't be beat!
For miles around they sneer and gawk, If you talk in baby talk, Though you believe it "Oh, so cute." Your date may much prefer you mute. Move ahead three, now does that suit?	Deliver us from John the snob, Who is always on the job, Impressing people with a lot Of tales about all the money's he's got. Move back one, you're on the spot!
You are always going around, Trying to act like a clown, Your nose is much too thin, To constantly butt in! Move back two, let this be a lesson to you.	I know a boy who had oily curls, His name was Lou, He was always blue, Girls with him would have nothing to do! Go back two!

Appendix I-I (cont.)

When you go to church on Sunday, And there is something you want to say, Please wait, it's best not to whisper, Whether sitting with girlfriend or sister, Move ahead three, and the finish you will soon see!	She loves to go to proms with Jim, Because she can depend on him, To ask what color (not just a guess), Of flower will go with her dress. Move ahead two, I'm impressed.
When dining out with Fred or Si, She called out, "Bring on the pie." She should tell her date the food she'd wish, And let him order you the dish. Move back one, tish, tish!	Don't hold hands in a public spot, Don't ever bill and coo a lot, Where there are strangers who are apt, To frown at couples so enrapt. Move back one, don't run.
To tell a friend, "I'm not studying you," Is a very impolite thing to do. Stop and think how they feel, Before you scream at them for real, Move forward three, you'll get ahead, you'll see.	When callers come, you should be dressed, In something nice, if not your best. Unless you're ill, it's not "O.K." To greet them while in negligee. Move forward four, shut the door.
When you are talking in the hall, You know how time will pass, So remember, don't be late, Your teacher will think you're great. Move forward three, you are head of the class!	When Tom comes in to make a call, He'll blush to find you all asprawl, With hot pants on and legs in the air, Aren't you grown-up, or don't you care? Move back one, we'll never get done.



RGILMORE CURR. DEVE CNTR. UK 1085-16 Hamm Co.

"MANNERS MINGO"

Manners are definitely a part of our everyday life. Manners are a set of rules that help us to do the "right thing" at the "right time." Some basic desires of all people are: 1) to be accepted by our peers, 2) to please others and 3) to feel wanted. These desires may be fulfilled if we use good manners. Manners are not inherited; we first acquire them at home, then we are influenced by all the people with whom we come into contact. All of us have manners, whether they be acceptable or unacceptable. Today, we want to play a game and also learn good manners.

The name of the game is "MANNERS MINGO" patterned after Bingo. A Bingo set is used, changing the lettering at the top of each card to appear as the sample below:

		MANNERS		
M	I	N	G	O
School	Restaurant	Tea or Social Gathering	Store	Table

Directions: All players take a card and about 15 buttons to cover their numbers. They may cover the "Free" square first. The teacher first calls the numbers and places them on the check card. As a number is called, a rule of manners is read. Example: M - 6 is called and then the teacher reads "Don't run in the halls, the administrator might be tempted to enter you at Churchill Downs." The reading of numbers and manners are continued until a player covers a row vertically, horizontally or diagonally and calls, "Mingo." Everyone holds his cards and as the winner checks his numbers against the caller's check sheet, he must repeat back the same number of rules as he has numbers covered. The rules repeated must concern the situation on which he has won. For example: if he "mingo's" on the letter "M", he has to state five rules concerning school manners. If he cannot repeat the five rules, the game continues until a winner is declared.

The players who do not "Mingo" must do a homework assignment of listing as many rules read as they can remember and turn in the next day. Leave enough time to discuss any rules they are particularly interested in or which they may question.

Adapted from "Manners Mingo"
by Florence McMullin
found in "Mini Lessons"
Home Economics Education
University of Kentucky

"MANNERS MINGO"

M MANNERS AT SCHOOL

1. Don't drop paper in the halls or on sidewalks.
2. Handle text and library books with care.
3. Do not scratch your name on tables or desks or write on walls.
4. Don't block traffic at doorways or on stairs by stopping to talk with friends.
5. Wait patiently your turn in the lunchroom line.
6. Be considerate of the speaker or performer in assemblies.
7. Try to control your emotions and avoid showing outbursts of temper.
8. Accept your responsibility; don't make excuses for continuous lack of responsibility.
9. Each classroom is your HOME for 55 minutes. Don't write on the tables or desks and leave the room clean for the next group to come.
10. A SMILE, THANK YOU and PLEASE are wonderful traits to win friends.
11. Remember, the school's NAME is judged by how YOU act.
12. Try to find good traits in everyone with whom you come in contact.
13. Remember, freedom is followed by responsibility.
14. Handle all equipment and materials as if you had paid for them.
15. Don't push or shove but wait your turn when waiting to enter a school function.

I. MANNERS IN A RESTAURANT

16. When you arrive at a restaurant the hostess or head waiter greets you and shows you to your table.
17. The ladies follow the hostess to the table and the gentlemen go next.
18. If no one shows you to a table, the gentlemen goes first and finds a table.
19. The gentleman draws out the chair to seat his date.
20. "Cover charge" means a set amount charged for each person at the table. This is used where there is entertainment or dancing and this fee is in addition to the food.
21. A federal cabaret tax is a fee added for later dining and dancing or entertainment.
22. A cover charge is the amount that you will have to pay regardless of how much or how little you order to eat.

23. The gentleman always checks his topcoat and hat, the lady may check her coat or she may lay it over the back of her chair.

24. The gentleman may suggest one or two dinners from the menu to give his guests some idea of what cost he is prepared to pay.

25. Guests need to be specific when making a meal selection. Never say, "I don't care" when asked what you would like to order.

26. The lady tells the gentleman her order and he orders for both of them. All conversation with the waiter should be done by the gentleman.

27. If you have a legitimate complaint about the food, the gentleman handles it in a quiet, dignified manner, so as not to cause a scene.

28. Paying the bill is the responsibility of the host or hostess who invited you. In some cases, each person pays his own bill.

29. The gentleman may ask for a bag for bones to take home to a pet.

30. Tipping is a gracious way of expressing thanks for a meal well served and is an almost universal practice. 15% of the cost of the meal is commonly paid. Lesser amounts may be expected of teenagers.

N MANNERS AT A SOCIAL GATHERING

31. Don't attend a function unless invited.

32. Try to dress appropriately for the occasion.

33. Don't be a GLUTTON when being served.

34. Thank the hostess for a nice time--or at least for the effort put forth to have the function.

35. At a tea or open house, don't stay too long; it is a way of entertaining a lot of people in a small amount of space.

36. Try to dress in accord with your date.

37. If you accidently spill food, make as little fuss about it as possible.

38. Don't call the hostess beforehand and ask who has been invited.

39. When pouring hot drinks at a tea, you should be seated.

40. Take only a small amount of food--don't try to sample all kinds.

41. Don't go back for seconds unless urged by the hostess to do so.

42. Try to mix with all guests; don't spend all your time with close friends.

43. ANSWER an invitation if it has RSVP on it.

44. A written note of thanks to the hostess shows special thoughtfulness.

45. Don't leave a function and then return (with or without uninvited friends).

G MANNERS IN A STORE

46. Always say PLEASE and THANK YOU to show appreciation.

47. Hold the door for a lady who may be entering or leaving the store at the same time you do.

48. Obey health laws when trying on shoes; wear socks. This prevents spreading athlete's foot or other foot disorders.

49. When just looking at merchandise with no intentions of purchasing, be considerate of the saleslady's time.

50. Always leave the merchandise as neat as you found it.

51. If you knock some merchandise down from a display or shelf, pick it up.

52. If you disagree with the saleslady, be POLITE--she may have had a lot of other grouchy customers that day.

53. Don't try to return used merchandise.

54. Don't try to return merchandise to a store other than where it was bought. Sometimes they will accept it if bought from a branch store.

55. Keep the saleslips until you are satisfied with a product.

56. Don't be offended if asked to show identification for a charge or check.

57. Be considerate of the saleslady's time when shopping near closing time.

58. Stand in line, or take your turn to be waited on.

59. Count your change in front of the salesperson before returning it to your pocket. Everyone makes honest mistakes.

60. Do not squeeze or bruise fruit and vegetables or open packages in the supermarket.

O MANNERS AT HOME

61. Sit erect, feet on floor and elbows off table.

62. Say PLEASE and THANK YOU--they are two of the most important terms you will ever use.

63. Accept a small portion of all food passed to you; eat only what you want without comment.

64. Wait for your hostess or parents to begin eating.

65. If in doubt as to which silverware to use, work from the outside in.

66. Once a piece of silver has been used, never put it back on the table.

67. Place the napkin in your lap before eating; open it halfway.

68. Get food onto a ford without use of a "pusher" (i.e. fingers, bread, etc.).

69. RAISE the food to your mouth; don't bend to meet the food.

70. Chew food with mouth closed.

71. Help pass all food before beginning to eat.

72. Swallow one bite before you put another bite into your mouth.

73. Swallow food before drinking; the only exception would be if you have food in your mouth too hot to swallow. Cool it with a sip of water.

74. Don't talk with food in your mouth.

75. Let extremely hot foods cool slightly before eating them; do not blow or stir to cool. The top and outer edges of food are cooler than center.

CASE STUDY

FAMILY PATTERNS

Have you ever thought about the way families are organized? Perhaps not, for that is the kind of thing we take for granted until we meet a situation where the expectations of another person are different from our own. Take Joe and Peggy as an example. They had been married nearly a year, but they still were not able to make even simple decisions. One evening, when they mentioned their dilemma to Tim and Sue there was silence at first. Then Tim laughed and said that he and Sue agonized over decision making too, but their problem was that they were constantly making decisions that conflicted.

"I don't understand" said Peggy, "For example, when I was growing up my father would decide if we were going to a movie or whatever. There was no big fuss about it. Last Saturday Joe and I spent all morning discussing whether or not we would go bowling that evening.

"That's the way it was with my parents, too," commented Tim. "Mother didn't argue with dad about it and we three kids certainly didn't think about saying anything. It wasn't up to us, and it certainly kept peace and harmony that way."

"Well, Dad might have made some suggestions about what the family would do," said Joe, "but the decision was up to Mother. We all knew that and no one was unhappy about it!"

"Wait a minute," interrupted Sue, "maybe you have just identified our problem!"

The other three looked at her quizzically.

"Joe,you just said that you mother made the family decisions, right?" Sue continued.

"Right, when we wanted permission to do something we had to ask Mother. Why do you ask?" inquired Joe.

"Well, that's how it was with my parents, too," continued Sue, "but Peggy and Tim said it was different in their homes."

"It certainly was," said Peggy, "and I think I am beginning to see what you are getting at."

"Me too" chimed in Tim. "Because Peggy's father made the decisions for their family, she expects Joe to assume the role of decision maker."

"Sure," agreed Joe. "I see now, and because my mother was the decision maker, I just expect Peggy to do the same thing."

"Yes, and Tim and I are just the opposite," grinned Sue. "In following my parent's example, I go ahead making decisions without realizing that Tim's father was their family head, so he sees that as his role. Then when we have made conflicting decisions we feel the other person is being selfish or inconsiderate."

"It's strange, isn't it," laughed Joe. "I never thought about how our family was organized before. I guess I thought all families functioned just like ours."

"Me too," added Peggy, "but as I think back, I remember a friend who talked about their 'family council'. She told me that whenever they were going to do something, like take a vacation, the whole family would get together and talk about what each one wanted to do and then somehow they would decide together what the family would do. It seemed strange to me, and it wouldn't have worked at our house."

"I have come to a conclusion," stated Tim.

"Hear ye, hear ye!" teased Joe.

"Right!" continued Tim. "This is profound. We've all told of the different ways that certain families function and we have also said that in each instance it worked out smoothly. What we haven't said, but what I think we have implied, is that the family members agreed on that kind of organization."

"Yes," continued Sue. "So it must mean that, while there are several ways for families to organize themselves, the best way is the one that works best for a particular family. I can't see my father making the decisions for our family. He traveled a lot, and then the role just doesn't seem right for his personality. On the other hand, Tim, I can't see your parents in any different roles either."

What conclusions can you draw from this conversation?

What other types of marital problems might result when two people accustomed to different family organizations marry?

How might these problems be resolved?

Prepared by:
Phyllis A. Beima
EPDA Fellow from Alaska
University of Kentucky

R GILMORE CURR DEVE CNTR UK 1085-17 Ho.L'c.

Appendix I-M

HOW DO YOU KNOW IT'S LOVE?

Circle the number that best describes your feeling:

1. Definitely yes
2. I believe so
3. Not sure
4. Probably not
5. Definitely not

1 2 3 4 5 Puppy love is a real feeling.

1 2 3 4 5 It is possible to dislike a person sometimes whom you love at other times.

1 2 3 4 5 Do you feel restful and at ease when you are together rather than being under a strain?

1 2 3 4 5 There is only one kind of love feeling.

1 2 3 4 5 Love doesn't make sense; it just is.

1 2 3 4 5 Can you talk together for hours without getting bored?

1 2 3 4 5 Once two people find that they love each other they should marry as soon as possible, no matter what.

1 2 3 4 5 Do you enjoy working together toward a common goal?

1 2 3 4 5 When you are in the company of someone of the opposite sex, do you tend to remember the person you say you love, and feel a sense of nearness to him/her?

1 2 3 4 5 Do you feel that you want to devote yourself to the one you love to cherish and protect him/her always?

PRE-TEST

Answer the following true-false statements to clarify your understanding of single persons.

True	False		
_____	_____	1.	There are more women than men of marriageable age.
_____	_____	2.	There are "old maids" and "old bachelors" who are married.
_____	_____	3.	Girls who live in cities have less chance for marriage than those who live in rural or outlying areas.
_____	_____	4.	Very few people remain single because they don't have an opportunity to marry.
_____	_____	5.	A larger percentage of girls who go to college remain single.
_____	_____	6.	The more education a woman has, the less likely she is to marry.
_____	_____	7.	Marital status may be a factor in job promotion.
_____	_____	8.	There are some people who should remain single.
_____	_____	9.	A single person may have a poor self-concept as a result of social pressure.
_____	_____	10.	There are higher rates of suicide, alcoholism, and early deaths among both single men and women.
_____	_____	11.	The single status is more difficult, both psychologically and socially for women than men.
_____	_____	12.	If one is not married to a spouse, society expects them to be married to a "cause."

CAREER CHOICE PRETEST

1. What career would you prefer if you had the ability and there were no obstacles in your way?

2. What careers have you considered as your possible life work? (List at least three in order of preference.)

3. Answer the following questions for each of your three choices.

   a. What do you know about this occupation? Where did you get the information?

   b. How much training will you need for the job?

   c. Who will train you?

   d. How much will the training cost?

   e. What chances for advancement are there?

   f. Why do you feel you would be successful in this career?

   g. What salary do you expect to earn the first year? After five years? At the peak of your earning power?

4. List the things you like. (Hobbies, sports, social activities, school work, etc.)

5. Which of these interests would your first career choice satisfy? Why?

6. List both your strong and weak subjects in school.

7. Would your strong subjects help you in your first career choice?

8. Are you now employed? If the answer is yes, what do you do and what hours do you work? If the answer is no, would you like to locate a job for part time, full time, or summer work?

PERSONAL INVENTORY SHEET

Name _____
Last First Middle (Nickname)

I have _____brothers and _____sisters older than I.

I have _____brothers and _____sisters younger than I.

I have lived in _____different towns.

Father's occupation _____

Where employed _____

Mother's occupation _____

Where employed _____

I do not live with my parents, I live with _____
Name Relationship

I have also lived with _____
Name Relationship

I am in grade _____

I expect to stay in school until I have completed grade _____.

In general my grades are Excellent _____ Above average _____
Average _____ Below average _____

My favorite subjects in school are _____

_____.

The subjects I like least are _____

_____

After high school I hope to

--attend _____
Trade School/College/University

--get a job with _____ as a _____.

--join the _____.
Army, Navy, Air Force, Marine Corp.

--My plans don't include any of the above, I plan to _____

_____.

I prefer to work: Outdoors _____ Indoors _____ With people _____

With machines _____.

My big ambition is to become a _____
occupation or profession

and live in _____.
city and state

If you plan to continue your education, what is the major reason for doing so?

_____Make more money

_____Career choice requires more education

_____Make contacts for business

_____Friends are continuing their education

_____For athletics

_____Parents want me to continue my education

_____Social reasons

_____No special reason

_____OTHER _____
(specify)

If you are not continuing your education beyond high school, why?

_____ I want to earn money.

_____ I want to get married.

_____ I want to go into military service.

_____ I can't afford it.

_____ I can't because of family problems.

_____ I can't because I am married.

_____ My grades are not good enough.

_____ OTHER _____
(specify)

Adapted from
"Occupational Work Experience"
Division of Curriculum
Louisville Public Schools
Louisville, Kentucky

SAMPLE APPLICATION FORM

NAME (Last) (First) (Middle)

_____

Permanent Address

_____

INSTRUCTIONS

1. Print - in ink
2. Answer all questions fully
3. Sign and date on reverse side

_____Single _____Divorced

_____Married _____Widow (er) Age DOB Height Weight M F

_____

U.S. Citizen | Can you submit proof of citizenship within three months? | Can you submit proof of age? (Minors)

_____

No. of Dependents (Include yourself) | Ages of Children | Names of relatives employed by us

_____

What shift do you prefer? | Do you object to working nights? | Health: ____Exc. ____Good ____Fair ____Poor

_____

Minimum rate you expect per hour | Have you ever been arrested? (If yes, explain)

_____

Jobs you have had in the past five years, starting with most recent. (Include names and addresses of employers and type of work.)

1. _____
2. _____
3. _____
4. _____
5. _____

_____

Taken from "Exploring Careers"
Vocational Curriculum Development Center
University of Kentucky

Give the names and addresses of three character references. (No relatives.)

1. _____

2. _____

3. _____

Describe the type of work you want:

List (begin with the most recent) schools you have attended and dates. Include degrees and honors received.

1. _____

2. _____

3. _____

4. _____

On the back, in a paragraph, tell what qualities you possess which would make you a desirable employee.

Telephone No. _____ Social Security No. _____

SUGGESTIONS FOR FILLING OUT AN APPLICATION FORM

1. Obtain two copies, if possible, so one may be used as a rough draft and file copy.

2. Fill out the application form in ink--or use a typewriter.

3. Read form thoroughly.

4. Answer every question that applies to you. If a question does not apply, you may write "NA", meaning not applicable, or draw a line through the space to show that you did not overlook the question.

5. Be sure every item is accurately and clearly stated.

6. Give your complete address, including your zip code.

7. The question on marital status simply means whether you are single, married, separated, divorced or widowed.

8. Spell correctly. (If you aren't sure about how to spell a word, try to use another word with the same meaning.)

9. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything" --employers expect you to state what kind of work you can do.

10. The question on place of birth means the city and state in which you were born--not the name of the hospital.

11. Try to have in mind all of the schools you have attended and the dates of your attendance. (If there are several, it is a good idea to write them down before you apply for a job.)

12. Be prepared to list several good references. You should ask permission of those you plan to list. Some good references may include the pastor of your church, a teacher who knows you well, friends who are established in business.

13. When you write or sign your name on the application, use your correct name--not a "nickname."

14. Be as neat as possible. (The employer expects that your application will be an example of your best work.)

15. Be sure you follow directions. Notice if the directions are to print or write, last name first, etc.

16. Submit the application unfolded, unwrinkled, and free from finger marks.

17. When returning by mail, include a letter of explanation, fold properly and insert in an appropriate size envelope.

Taken from Exploring Careers
Vocational Curriculum Development Center
University of Kentucky

A PICTURE OF ME

1. Colors in clothing best suited for me are _____

   _____

   _____

   My hair color is _____

   My skin color is _____

   My eye color is _____

2. Lines in clothing best suited for me are _____

   _____

3. Styles in clothing best suited for me are _____

   _____

4. My body measurements

Neck	_____	Shirt size	_____
Chest	_____	Coat size	_____
Arm length	_____	Suit size	_____
Waist	_____	Pant size	_____
Inseam	_____	Hat size	_____
Head size	_____	Height	_____

5. My body build is classified as _____

6. Textures in clothing best suited for me are _____

   _____

7. Patterns in clothing best suited for me are _____

   _____

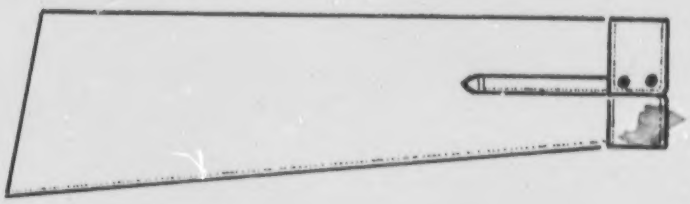
BASIC WARDROBE CHECKLIST

Make an inventory of your present clothing wardrobe. Record the number, color, and design of the items you name. This will help in determining items needed in the future.

Clothing Item		Have	Need
1. Suits	Medium Weight		
	Light Weight		
2. Sport Coats	Medium Weight		
	Light Weight		
3. Slacks	Dress		
	Casual		
4. Shirts	Dress		
	Casual		
5. Sweaters	Medium Weight		
	Heavy Weight		
6. Raincoats			
7. Warm Outer Coat	Dress		
	Casual		
8. Underwear	Undershirts		
	Shorts		
9. Socks	Over the calf		
	Casual		
10. Pajamas			
11. Robes			

12. Ties	For Suits		
	For Sportcoats		
13. Hats	Dress		
	Casual		
14. Shoes	Dress		
	Casual		
	Sneakers, etc.		
15. Jewelry	Cuff Links		
	Tie Bars		
16. Scarves			

JUDGING QUALITY IN MEN'S SHIRTS



GOOD QUALITY SHIRTS

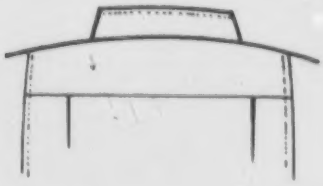
▷ *SLEEVE MADE FROM ONE PIECE OF FABRIC*

POOR QUALITY SHIRTS

▷ *FABRIC OF SLEEVE PIECED*

R GILMORE. C D C UK HOME EC. 1066-35

JUDGING QUALITY IN MEN'S SHIRTS

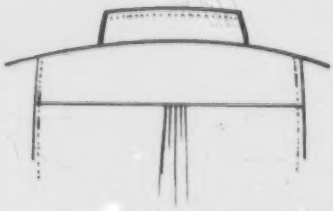


GOOD

PLEAT OVER SHOULDER BLADE

GOOD

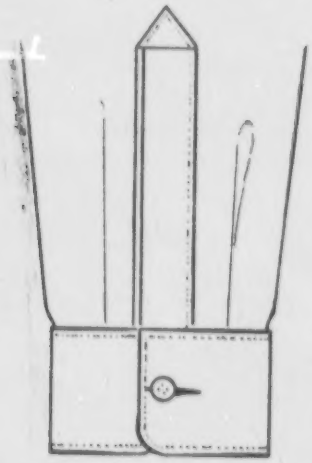
TUCKS OR GATHERS OVER SHOULDER BLADE



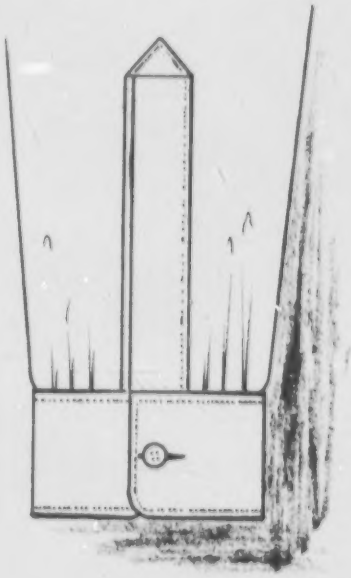
POOR

GATHERS IN THE CENTER

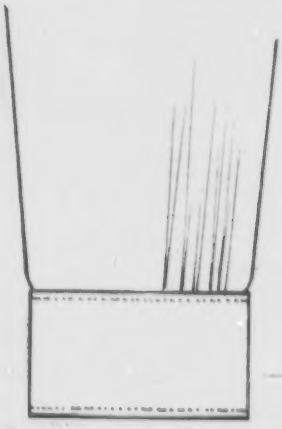
JUDGING QUALITY IN MEN'S SHIRTS



GOOD
TUCKS NEAR SLEEVE OPENING



MEDIUM
GATHERS NEAR SLEEVE OPENING



POOR
BUNCH OF GATHERS

COMPARISON SHOPPING SHEET

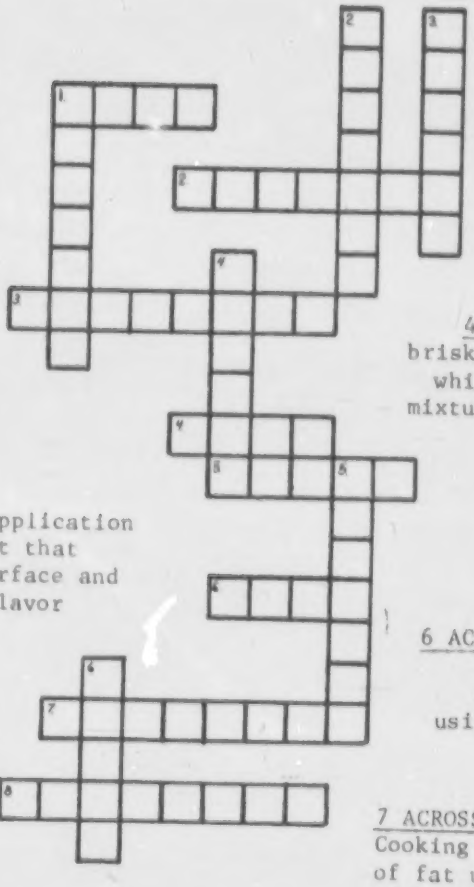
	GARMENT #1	GARMENT #2
1. TYPE OF GARMENT		
2. PRICE		
3. DESCRIPTION a. Color		
b. Style		
c. Other		
4. FABRIC CONTENT		
5. CARE INSTRUCTIONS		
6. ADDITIONAL INFORMATION ON TAG OR LABEL		
7. SEAMS a. Stitching even?		
b. Stitching secure?		
c. Width of seams?		
8. PLAIDS Matched?		

	GARMENT #1	GARMENT #2
9. HEMS a. Sewn securely?		
b. Stitching visible on the right side?		
10. POCKETS Are they reinforced at the top?		
11. COLLAR a. Is it centered?		
b. Are the corners smooth and even?		
c. If plaids or stripes, do they match?		
12. BUTTON HOLES a. Is the stitching secure?		
b. Does it have an extra button?		

EVALUATION:

Use the back of this paper for your evaluation.
Which article of clothing do you feel would be the best buy?
Explain your answer in a paragraph or two.

COOKING TERMS CROSSWORD



1 ACROSS
Cook by dry heat in an oven

2 ACROSS
Cut vertically through the mixture then turn the mixture over

3 ACROSS Press, fold and stretch dough

4 ACROSS Use a brisk, regular motion which lifts the mixture over and over

5 ACROSS Cook meat by dry heat

6 ACROSS Mix food materials to a uniform consistency using a circular motion

7 ACROSS
Cooking in a small amount of fat until brown on both sides

8 ACROSS
Dredging, browning, and simmering

1 DOWN Bubbles rise and break the surface

2 DOWN Add water and simmer

3 DOWN Coat with flour meal or other fine substance

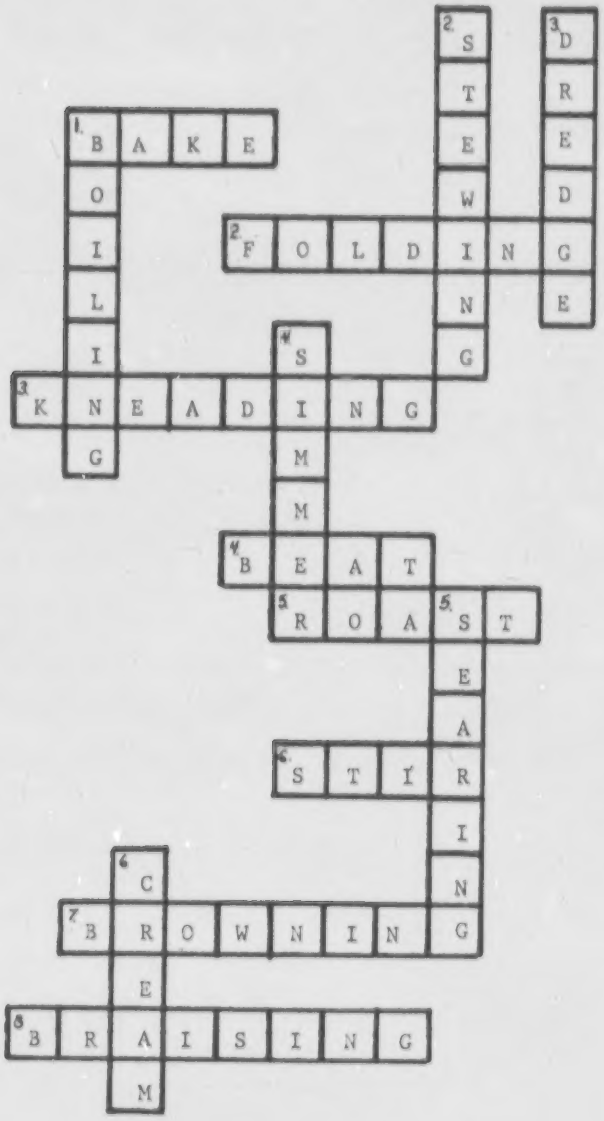
4 DOWN
Cook in liquid just below the boiling point

5 DOWN Short application of intense heat that browns the surface and improves the flavor

6 DOWN
Work mixture until it becomes soft and smooth

R. GILMORE C.D.C. UK. 1985-91 HOME EC.

COOKING TERMS CROSSWORD KEY



FRUIT AND VEGETABLE HIDDEN WORD PUZZLE

There are at least 85 fruits and vegetables hidden here. Find them:

C A R R O T F I G I P I N E A P P L E O M O R M

U Q N G R A N E C T A R I N E U P C A L C L R A

C U R R A N T U I D U E T A D M I D A S H E E N

U I O A E G Q I T O O L C Z X P N M S Q R T W G

M N C P P E U L R R C H O R D K R T P U U T O O

B C H E R R Y O O R A N G E A I U O A A T U L S

E E I F R I I A N T D M T F D N T G R S A C F T

R O P R S N U C A L O N N R L A J E A H B E I E

A V A U G E T R O P M O A C T S H V G D A T L E

D A P I L O O Q R T A T L O O I P I U R G E U N

I E A T R A U U M R S G P L M Y N D S A A O A C

S P Y A L A N U D U M O G L A R O N W T R Z C R

H O A M T E L E M O N I G A T E M E E S L N W E

B M R A C P I D V O A L E R O L M G E U I O A S

E E D R R U M T E I D O C D B E I A T M C L T S

A G R I F E E W H M H C F G E C S B C K O E E R

N R A N S A L S I F Y C N Y H T R B O B E M R A

T A H D A R K O H I F O V E N L E A R R N K M S

A N C H O V Y S I C I R X L A E P C N A S S E P

U A A D B C H E F N A B B S E N E N E B M U L B

Q T C H E R I M O Y A N R R B T A J L U E M O E

M E A P E P P E R P U Q I A Y I O N N H M R N R

U R O H T S G P I N S R A P O L U T A R W Y R R

K O H L R A B I M Y E L A K S T R A W B E R R Y

THE SECRET MESSAGE OF VEGETABLES

Directions: Unscramble the words that spell out names of different vegetables. Write them in the correct form in the blanks below each letter.
In the empty blocks at the bottom, spell out the secret message, placing the letter in each space that corresponds with the number below that space and at the top.

M	T	A	O	T	O		R	A	C	T	O	R
___	___	___	___	___	___		___	___	___	___	___	___
1	2	3	4	5	6		7	8	9	10	11	12

R	E	L	Y	E	C		L	E	A	K
___	___	___	___	___	___		___	___	___	___
13	14	15	16	17	18		19	20	21	22

N	A	P	I	S	H	C
___	___	___	___	___	___	___
23	24	25	26	27	28	29

Secret Message

7	2	15	6	9		25	23		1	29	14			

19	22	18

VEGETABLE COOKERY SKIT

Willie White Potato: Wow, do I ever have a story to tell all of you! You just wouldn't believe what I have gone through--and how these so-called "human beings" have treated me. First of all that woman came at me with a knife--yes, I said a knife--If she had only used a peeler and pared thinly, it wouldn't have been so bad, but when she started to cut off my skin, she cut in so deeply that I thought I was going to die. In fact most of my vitamins escaped since she cut off so much of my skin. Next she cut me up into many, many tiny pieces and simple drowned me in water. What a swim I had that day!

Billy Beet: You sound as if you had an experience quite similar to mine, Willie.

Willie White Potato: Really! What happened to you, Billy?

Billy Beet: Like you, I was cut up into many slices. Instead of being placed in that stimulating boiling water, I was dumped into ice cold water and had to stay there and nearly froze to death before the water started warning up.

Willie White Potato: I bet you were glad when you finally got warmed up!

Billy Beet: Well, yes, I was glad, but it got boiling hot and they kept me in there till all the color was cooked out of me and I was just about ready to fall apart.

Willie White Potato: Well, what happened to you?

Billy Beet: After they had nearly cooked me to death, they poured all of that hot water along with the nutrients and my color down the drain. I was left so scared I was nearly white! If they had saved all of that leftover water full of nutrients and had used it with something else--look at what they would have saved!

Gary Green Bean: At least they took you out of the water. They just left me soaking in that old water even after I was done cooking. What good did that do me, I ask you? Oh, yes, I was tender. In fact I was so tender I nearly fell apart when someone tried to pick me up with a fork. I don't even want to mention my color.

Billy Beet: You know, I have a friend who gave me a hint. She said that when soda is added to the cooking water my color is preserved. Just imagine how great it would be to be a "true red" instead of that faded out color!

Gary Green Bean: Yes, that's true, Billy, but it's also true that when you add soda you destroy the vitamins. I've found that the best way to prevent excessive color loss is to cook the vegetable just the right length of time--until they are tender, but have lost most of their original crispness.

Willie White Potato: Well, I heard that if you cook vegetables uncovered you preserve the color.

Gary Green Bean: True, but cooking covered saves nutrients. So what do you want, color or nutrients?

All together: We want both!

Gary Green Bean: O. K. What have each of you learned today that will help you out?

Willie White Potato: I learned (write on board) that the primary principles of vegetable cookery include

--cooking in small amount of water,
--cooking for a short period of time,
--cooking with as little surface area exposed as possible.

Billy Beet: (Write on board) Qualities of a correctly cooked vegetable are

--tender, but firm
--a minimum change in color,
--a maximum retention of nutritive value.

Gary Green Bean: Fine job! I do hope all of our cooks will keep that in mind the next time they cook us (Point to the chalkboard.)--and that includes all of you! (Point to students in class.)

SCORECARDS FOR EGG COOKERY

Scrambled

	1	2	3	Score
Appearance:	Dull Fine pieces		Shiny Large masses	_____ _____
Moisture Content:	Dry or watery		Slightly moist	_____
Texture:	Lumpy White and yolk not well blended		Smooth Homogeneous mixture	_____ _____
Lightness:	Compact and heavy		Fairly light	_____
Tenderness:	Leathery		Tender	_____
Taste and Flavor:	Stale, flat or salty Raw or burned		Well seasoned Flavor developed	_____ _____
			TOTAL	_____

Fried

	1	2	3	
Appearance of White:	Dull Spread out and irregular Greasy		Soft luster Thick with rounded outline No excess fat	_____ _____ _____
Appearance of Yolk:	Broken Not coated with white		Whole Coated with white	_____ _____
Consistency of White:	Watery or very solid		Uniformly coagulated	_____
Tenderness of White:	Leathery or crisp and hard		Tender	_____
Taste and Flavor:	Stale, flat, salty, or unpleasant fat flavor		Fresh and well seasoned	_____
			TOTAL	_____

Poached

	1	2	3	Score
Appearance of White:	Dull Yellow or discolored Spread out and irregular		Shiny White Thick with rounded outline	_____ _____ _____
Appearance of Yolk:	Broken or flattened Not covered with white		Whole and somewhat conical Covered with white	_____ _____
Consistency of White:	Watery or too firm		Uniformly coagulated	_____
Consistency of Yolk:	Solid or running		Coagulated	_____
Texture of White:	Porous		Compact	_____
Tenderness of White:	Leathery		Tender	_____
Taste and Flavor:	Stale, flat or salty		Fresh and well seasoned	_____
			TOTAL	_____

Soft Cooked

	1	2	3	
Consistency of White:	Watery or too hard		Uniformly coagulated	_____
Consistency of Yolk:	Coagulated or hard		Liquid, slightly coagulated	_____
Tenderness of White:	Tough		Tender	_____
Flavor:	Raw, stale, or foreign flavor		Fresh, delicate flavor	_____
			TOTAL	_____

Hard Cooked

	1	2	3	
Appearance:	Irregular from cracked shell or poor peeling		Even, glossy surface	_____
Color of White:	Gray or greenish layer next to yolk		White	_____
Color of Yolk:	Coated with green		No green coating	_____
Consistency of White:	Watery or soft		Uniformly coagulated	_____
Consistency of Yolk:	Runny		Solid throughout	_____
Tenderness of White:	Rubbery		Tender	_____
Texture of Yolk:	Powdery or waxy		Mealy	_____
Flavor:	Stale, strong or foreign flavor		Fresh, delicate flavor	_____
			TOTAL	_____

JUDGE FOR YOURSELF

QUICK BREADS

			Score Yourself
Eating Quality			
Tender	10%		
Light, flaky or fluffy texture	15%		
Without holes or tunnels	10%		
Moist	10%		
Flavor - good blend of ingredients	20%		
Appearance			
Golden brown color	10%		
Uniform in size and shape	15%		
Fine or medium grain	10%		
GRAND TOTAL	100%	TOTAL	

EMPLOYMENT CHECK SHEET

Name _____

Circle The Ones That Apply To You

Number of Hours You Work Per Week:	Type of Work:	Approximate Weekly Earnings:
1. 5 or less	1. Child care	1. less than $5
2. 10 to 12	2. Yard work	2. $5 to $10
3. 12 to 15	3. Service station	3. $10 to $15
4. 15 to 18	4. Farm work	4. $15 to $20
5. 18 to 22	5. Food service	5. $20 to $25
	6. Office work	6. $25 to $30
	7. Maintenance	7. $30 to $35
	8. Salesman	8. $35 to $40
	9. Grocery worker	9. $40 to $45
	10. Recreational worker	
	11. _____	

SPENDING PLAN

Budget Period	Week of _____		Week of _____		Week of _____		Week of _____	
Income	Estimated $	Actual $	Estimated $	Actual $	Estimated $	Actual $	Estimated $	Actual $
	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses	Estimated Expenses	Actual Expenses
Savings								
Fixed Expenses								
Flexible Expenses								
TOTALS								
	Income $ _____		Income $ _____		Income $ _____		Income $ _____	
	Expenses $ _____		Expenses $ _____		Expenses $ _____		Expenses $ _____	
	Balance $ _____		Balance $ _____		Balance $ _____		Balance $ _____	

Appendix V-B

JOE AND BOB--AIRLINE PILOTS

Joe Rider and Bob Miller, both twenty-five years old, are pilots for United Airlines, flying the Denver to Newark run. They share an apartment in Ivy Hill in Newark which costs them each 84.50 per month. They each make $325 per month take home pay. Their uniforms are furnished and the company pays their health and life insurance. Joe has an ancient Ford that is paid for, but Bob has payments of $80.00 per month to make on his GTO. They have agreed to share the common expenses of keeping up the apartment, including the cost of food. The rental fee of the apartment includes furnishings but no utilities.

Prepare a joint budget for Joe and Bob and then a separate personal budget for each of the men for the income they have left over after meeting their joint expenses.

Gross Income	$ 417.00
Tax Withheld	92.00
Take Home Pay	325.00
Annual Salary	5004.00

MONTHLY ACCOUNT SHEET

DATE	ITEM	AMOUNT

YEARLY SUMMARY SHEET

DATE	ITEMS	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
	TOTAL													

Appendix V-E

RECORD OF WEEKLY EXPENSES

Expenses	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Fixed Expenses							
School Expenses							
Transportation							
School Lunches							
Contributions to Church							
Special Lessons							
Payments on Debts							
Others							
Savings							
Emergencies							
For a Special Purpose							
Other							
Flexible Expenses							
School Supplies							
Movies							
Snacks							
Books and Magazines							
Grooming Aids							
Clothes							
Club Dues							
Recreation							
Hobbies							
Gifts and Other Contributions							
Others							
TOTALS							

Appendix V-F

PRETEST ON BANKING SERVICES

1. Check the services that are offered by most banks:

_____ Checking accounts

_____ Savings accounts

_____ Loans

_____ Safety deposit boxes

_____ Bank card services

_____ Certified checks

_____ Cashier's checks

_____ Traveler's checks

_____ Financial counseling

_____ Purchase of savings bonds

2. On the following multiple choice questions check the answer or answers that are correct.

a. Advantages of having a checking account:

_____ Eliminates the need for carrying large amounts of cash

_____ Aids in saving money

_____ Provides proof of payment

b. Savings accounts:

_____ Are insured by the F.D.I.C.

_____ Do not pay interest on your money

_____ Are a safe place to keep your money

c. Interest rates on loans at banks are:

_____ Higher than loans at finance companies

_____ Lower than loans at finance companies

d. Traveler's checks:

_____ May be purchased at banks

_____ Are expensive

_____ Are a safe substitute for cash while on trips

_____ Will be replaced if lost by the traveler

e. A cashier's check is:

_____ A guaranteed check

_____ Issued by a bank for a fee

_____ Issued only to those who have a checking account at the bank issuing the check

f. When opening a checking account, one must:

_____ Sign a signature card

_____ Deposit money

_____ Fill out an authorization card

_____ Show one's birth certificate

g. It is preferable to write checks:

_____ In ink

_____ In pencil

h. When kept up to date the check stub or check register provides a:

_____ Record of checks written

_____ Record of the balance of money one has in his account

i. Canceled checks are:

_____ Needed to balance your balance with the bank statement

_____ Kept at bank until you call for them

_____ Are mailed at end of each banking period

_____ Furnish proof of payment

WRITING CHECKS

Mary T. Jones
North Street
712-4301
Lexington, Kentucky 40506

No. _____

Date _____ 19 _____

Pay To Order Of _____ $ _____

_____ DOLLARS

FOR _____

The Bank of Money
Lexington, Kentucky

_____

1:9231:::578

Appendix V-H

METHODS OF RECORD KEEPING ON CHECKING ACCOUNTS

CHECK REGISTER

Check No.	Date	Check Issued To	Amount of Check	✔	Date of Deposit	Amount of Deposit	Balance

CHECK STUB

No. _____

_____ 19 _____

To _____

For _____

Balance Forward _____

Amt. Deposited _____

Total _____

This Check _____

BALANCE _____

Appendix V-I

BACHELOR LIVING CURRICULUM GUIDE

Books	Author	Publisher or Source	Date
1. About Him	Margaret E. Andrews	McGraw-Hill Book Company Gregg Division	1968
2. Being Married	Evelyn M. Duvall and Reuben Hill	D. C. Heath Company	
3. Building Your Home Life	Inez Wallace and Bernice McCullar	J. B. Lippincott Company	1966
4. Call Me Mister	Barry James	Milady Publishing Company	1969
5. Child Care and Development	Louise Bates Ames	J. B. Lippincott Company	1970
6. Children: A Study In Individual Behavior	Helen G. Westlake	Ginn and Company	1973
7. Clothes: Part of Your World	Margil Vanderhoft	Ginn and Company	1970
8. The Developing Child	Holly E. Brisbane	Charles A. Bennett Company	1971
9. Dress	Eleanor J. Gawne and Bess V. Oerke	Charles A. Bennett Company	1969
10. Enjoying Family Living	Aleene Cross	J. B. Lippincott Company	1967
11. Experiences in Homemaking	L. Belle Pollard, Helen Laitem and Frances Miller	Ginn and Company	1968
12. Experiences with Clothing	L. Belle Pollard	Ginn and Company	1968

13.	Experiences With Food	L. Belle Pollard	Ginn and Company	
14.	Exploring Home and Family Living	Henrietta Fleck, Louise Fernandez, and Elizabeth Munves	Prentice-Hall Incorporated	
15.	Family Development	Evelyn Duvall	J. B. Lippincott Company	1971
16.	First Foods	Marion L. Cronan and June Atwood	Charles A. Bennett Company	1971
17.	Food For Modern Living	Irene E. McDermott, Mabel B. Trilling, and Florence W. Nichols	J. B. Lippincott Company	1967
18.	Foods in Homemaking	Marion L. Cronan and June C. Atwood	Charles A. Bennett Company	1971
19.	Guide to Modern Clothing	Mary M. Sturm, Edwina H. Grieeler, Dorothy S. Lyle, and Jane E. Roberts	McGraw-Hill Book Company Webster Division	1973
20.	Guide to Modern Meals	Dorothy E. Shank, Natalie K. Fitch, and Pauline A. Chapman	McGraw-Hill Book Company Webster Division	
21.	Hailstones and Halibut Bones	M. O'Neill	Doubleday and Company	
22.	Homes Are For People	Satenig S. Marie	John Wiley and Sons, Incorporated	1973
23.	The Home, It's Furnishings and Equipment	Ruth Morton, Hilda Geuther and Virginia Guthrie	McGraw-Hill Publishing Company Webster Division	1970
24.	Homemaking for Teen-agers, Book I, 6th ed.	Irene E. McDermott and Florence W. Nichols	Charles A. Bennett Company	1970
25.	Homemaking for Teen-agers, Book II, 3rd ed.	Irene E. McDermott and Florence W. Nichols	Charles A. Bennett Company	1972
26.	Home Management Is	Ester C. Bratton	Ginn and Company	1971

27.	Homes Today & Tomorrow	Ruth Sherwood	Charles A. Bennett Company	1972
28.	Homes With Character	Hazel T. Craig and Ola D. Rush	D. C. Heath Company	1970
29.	How You Look and Dress	Byrta Carson	McGraw-Hill Book Company Webster Division	1969
30.	How You Plan and Prepare Meals	Byrta Carson and Marue C. Ramee	McGraw-Hill Book Company Webster Division	1968
31.	The Job You Want	Margaret E. Andrews	McGraw-Hill Book Company Gregg Division	1968
32.	Learning About Children	Rebekah M. Shuey, Elizabeth L. Woods, and Ester M. Young	J. B. Lippincott Company	1969
33.	Lessons in Living	Martha Davis and M. Yvonne Peeler	Ginn and Company	1970
34.	Living and Learning With Children	Mollie S. Smart and Russell C. Smart	Houghton Mifflin Company	
35.	Living With Your Family	Henrietta Fleck, Louise Fernandez and Elizabeth Munves	Prentice-Hall Incorporated	
36.	Management for Better Living	Mary Catherine Starr	D. C. Heath and Company	1968
37.	Married Life	Holly E. Brisbane and Audrey P. Riker	Charles A. Bennett Company	
38.	Mind Your Manners	Betty Allen and Mitchell Briggs	J. B. Lippincott Company	
39.	Personal Adjustment, Marriage and Family Living	Judston T. Landis and Mary G. Landis	Prentice-Hall Incorporated	1970
40.	Personal Finance	Maurice Unger and Harold A. Wolf	Allyn and Bacon	

41.	Personal Perspectives	Beatrice Paolucci, Theodora Faiola and Patricia Thompson	McGraw-Hill Book Company Webster Division	1973
42.	Relationships: A Study in Human Behavior	Helen G. Westlake	Ginn and Company	1972
43.	Steps in Clothing Skills	Lucille Dunn, Annetta Bailey and Wanda Vansickle	Charles A. Bennett Company	1970
44.	Succeeding In The World of Work	Grady Kinbrell, and Ben S. Vineyard	McKnight and McKnight Publishing Company	1970
45.	Teaching Aids for Consumer and Homemaking Programs	Hazel T. Spritze	Division of Vocational and Technical Education Springfield, Illinois	1972
46.	Teen Guide to Homemaking 3rd ed.	Marion S. Barclay, Frances Champion, Jeanne Brinkley and Kathleen Funderburk	McGraw-Hill Book Company Webster Division	1972
47.	Thresholds to Adult Living	Hazel Thompson Craig	Charles A. Bennett Company	1970
48.	Today's Home Living	Hazel M. Hatcher and Mildred E. Andrews	D. C. Heath Company	
49.	Understanding and Guiding Young Children	Katherine R. Baker and Xenia F. Fane	Prentice-Hall Incorporated	1971
50.	When You Marry	Evelyn M. Duvall and Reuben Hill	D. C. Heath Company	
51.	The World of Food	Eva Medved	Ginn and Company	1970
52.	You and Your Foods	Ruth Bennett White	Prentice-Hall Incorporated	
53.	You and Your Job	Walter L. Blackledge, Ethel H. Blackledge and Helen Keily	South Western Publishing Company	1967
54.	You Are A Consumer	Pauline G. Garrett and Edward J. Metzen	Ginn and Company	1967

55. Your Foods Book	Florence L. Harris and Rex T. Withers	D. C. Heath Company	
56. Young Living	Nanalee Clayton	Charles A. Bennett Company	1970
57. Your Home and You	Carlotta C. Greer and Ellen P. Gibbs	Allyn and Bacon Incorporated	1967
58. *The American Consumer: Issues and Decisions	Herbert M. Jelley and Robert O. Herrmann	McGraw-Hill Book Company Gregg Division	1973

Booklets or Pamphlets	Author	Publisher or Source	Price
1. "About Marriage and You"	Marjorie Cosgrove and Mary Josey	Science Research Associates	
2. "Appearance Makes A Difference"		Celanese Fiber Marketing Company Consumer Education Department	
3. "Bachelor Buttons"		Simplicity Pattern Company	
4. "The Best Place To Put Your Savings"		Changing Times Educational Service	
5. "Building a Basic Wardrobe"		American Institute of Mens and Boys Wear Incorporated	
6. "Cash In On Cars"		Cooperative Extension Service Michigan State University	1 free
7. "Charge It Please"		Visual Educational Consultants Incorporated	
8. "Children Learn What They Live" (poem reprint)	Dorothy Lau Nate	Ross Laboratories	

* Was received after the guide was prepared. It is recommended that the teacher review this book, especially when preparing Major Concepts II, III, V, and VI.

9. "Choose Your Bank Carefully Then Use It"		Changing Times Educational Services
10. "Consumer Credit and You"		National Consumer Finance Association
11. "Credit Concepts"		Visual Educational Consultants Incorporated
12. "Credit Sources"		Visual Educational Consultants Incorporated
13. "A Date With Your Future"		Institute of Life Insurance
14. "Eating Made Easy"		Kentucky Department of Health
15. "Every Ten Minutes"		Insurance Information Institute
16. "Face Up"		The Mennen Company
17. "Fashion Games For Guys"	"Bachelor Buttons Series", No. 5	Simplicity Pattern Company
18. "Feeding Little Folks"		Dairy Council of Kentucky and Indiana
19. "Good Looks Here and Now"		Armour-Dial Incorporated
20. "Hair Care For Men"		The Mennen Company
21. "Hard Facts About Easy Credit"		Changing Times Educational Service
22. "How Much Life Insurance to Buy"		Changing Times Educational Service

23. "How To Manage Money Cleverly"		Associated Credit Bureau	
24. "How To Save Thirty Minutes A Day"		Rubbermaid Incorporated	
25. "The Installment Contract"		Visual Educational Consultants Incorporated	
26. "Is Saving Obsolete"		Changing Times Educational Service	
27. "It's On The Label"		National Canners Association	
28. "It's Your Credit Manage It Wisely"		Money Management Institute Household Finance Corporation	
29. "Juan Learns About Easy Payment Plans"	"Making Most of Money," Series	Institute of Life Insurance	
30. "Kentucky's Consumer Protection Laws"		Kentucky Attorney General's Office	
31. "Know How To Dress and Look"		Avon Products Incorporated	
32. "A Lesson In Buying A Used Car"		Institute of Life Insurance	Free
33. "Let's Clean House"		Procter and Gamble Company	Free
34. "Let's Concentrate On You" (Take Home Leaflet)		Procter and Gamble Company	Free
35. "Making the Most of Your Job Interview"		New York Life Insurance Company	Free
36. "Managing Your Family's Credit"		Cooperative Extension Service Michigan State University	1 Free

37.	"Mens Suits: How To Judge Quality"	Superintendent of Documents U. S. Government Printing Office	
38.	"Money Matters"	Cooperative Extension Service Michigan State University	Free
39.	"New Rules That Protect Your Credit Rating"	Changing Times Educational Service	
40.	"Personal Money Management"	American Bankers Association	Free
41.	"Property Insurance"	Insurance Information Institute	
42.	"Sitting Safely"	Gerber Products Company	Free
43.	"Sitting Safely-A Brief Guide for Teen-age Baby Sitters"	Metropoliton Life Insurance	Free
44.	"Stay In High School! Here's Why"	American School	Free
45.	"Success Insurance In A Man's World"	Milady Publishing Corporation	
46.	"Teaching Grooming to Teen-Age Girls and Boys"	Avon Products Incorporated	Free
47.	"Todays Fashion In Menswear"	Celanese Fiber Marketing Company Consumer Information Department	Free
48.	"Truth In Lending-Law and Explanation"	National Consumer Finance Association	$2.00
49.	"Using Banking Services"	American Banker Association	Free
50.	"Using Credit Wisely"	Cuna International Incorporated	

51. "Warning! Double Check Those Charge Accounts"		Changing Times Educational Service	
52. "What Everyone Should Know About Men's Fashions"		The Van Heusen Company Home Economics Service Bureau	Free
53. "What Kind of Life Insurance Should You Buy"		Changing Times Educational Service	
54. "What Truth In Lending Means To You"		Board of Governors Federal Reserve System	
55. "When Teenagers Take Care of Children"	Children's Bureau Publication 409	U. S. Department of Health, Education, and Welfare	
56. "Will No Fault Bring Cheaper and Better Auto Insurance"		Changing Times Educational Service	
57. "You On the Textile Scene"		Celanese Fibers Marketing Company, Consumer and Retail Information Department	Free
58. "Your Automobile Dollar"		Money Management Institute Household Finance Corporation	
59. "Your Child From One To Six"		U. S. Department of Health, Education and Welfare U. S. Printing Office	
60. "Your Credit Contract"	Extension Publication PA-868	Local Extension Office or Superintendent of Documents U. S. Printing Office	
61. "You're In Charge"		National Safety Council	Free

62. "Your Savings and Investment Dollar"		Money Management Institute Household Finance Corporation	
63. "Your Teaching Guide For Money Management"		Money Management Institute Household Finance Corporation	

Case Studies		Publisher or Source	
1. "Analyzing Housing Needs"	Part of No. 83829 "The Home: An Environment For Human Growth," Kit	J. C. Penny Company	

Charts		Publisher or Source	
1. "Checkpoint In Shirt Flattery"		The Van Heusen Company	

Films		Source	Cost
1. "Be Credit Wise"		Money Management Institute Household Finance Company	
2. "Frustrating Fours and Fascinating Fives"		Kentucky Department of Mental Health or Audio Visual Services, University of Kentucky	Free loan Rental $3.00
3. "The Lady and The Stock Exchange"		Association Films	Free loan

4. "Making Ends Meet"		Guidance Associates	
5. "Personal Financial Planning"		Association Films	
6. "The Price of Credit"		Guidance Associates	
7. "A Quarter Million Teenagers"		Kentucky State Department of Health or Local Health Department or Local Regional or County Library	Free loan
8. "Terrible Twos and Trusting Threes"		Kentucky Department of Mental Health or Audio Visual Service, University of Kentucky	Free loan Rental $3.00
9. "Wise Use of Credit"		National Consumer Finance Corporation	

Filmstrips		Source	
1. "Be Credit Wise"		Money Management Institute Household Finance Corporation	
2. "Beginning to Date"	"Dating Problems of Young Teens," Series	Singer Sewing Machine Company	
3. "Buying Food Wisely"		McGraw-Hill Films	
4. "Career Decisions: Finding, Getting, and Keeping a Job"	#838091	J. C. Penny Company	

5.	"Clean as a Whistle"	"Grooming for Boys," Series	Society for Visual Education Incorporated
6.	"Clothing Communicates"		J. C. Penny Company
7.	"Club-Membership, Trips and Telephone"	Contemporary Courtesy Services	Visual Aids Studios
8.	"Contemporary Courtesy"	"Manners for Young Moderns," Series	Visual Aids Studios
9.	"Dating"	"Contemporary Courtesy," Series	Visual Aids Studios
10.	"Dating Fundamentals"	"Dating Problems of Young Teens," Series	Singer Sewing Machine Company
11.	"Everyday Courtesy"	"Manners for Young Moderns," Series	Visual Aids Studios
12.	"Everything But--"		Guidance Associates
13.	"Fit As A Fiddle"	"Grooming for Boys," Series	Society for Visual Education Incorporated
14.	"Focus on the Family Wash"		Procter and Gamble
15.	"Getting Acquainted"		McGraw-Hill Films
16.	"Giving and Attending Parties"	Contemporary Courtesy Series	Visual Aids Studios
17.	"Going Steady"	"Dating Problems of Young Teens," Series	Singer Sewing Machine Company
18.	"Good Grooming"	"Manners for Young Moderns," Series	Visual Aids Studios
19.	"Grooming for Boys"	Four filmstrips	Society for Visual Education Incorporated
20.	"Homes Are For People"		J. C. Penny Company

21.	"How an Average Child Behaves, Ages 1-5"		Parents Magazine Films, Incorporated
22.	"How Can I Improve Myself"	"Me, Myself, and I," Series	Eye Gate House Incorporated
23.	"How Much Affection"		McGraw-Hill Films
24.	"How To Cook Chicken"		Poultry and Egg National Board
25.	"How To Cook Meat By Dry Heat"	National Livestock and Meat Board	Society for Visual Education Incorporated
26.	"How To Save Thirty Minutes A Day"		Rubbermaid Incorporated
27.	"Introductions"	"Manners for Young Moderns," Series	Visual Aids Studios
28.	"A Look at Going Steady"	"Dating Problems for Young Teens," Series	Singer Sewing Machine Company
29.	"Man Is More Than An Animal"	"Why Wait Until Marriage," Series	Singer Sewing Machine Company
30.	"Manners For Young Moderns"		Visual Aids Studios
31.	"Measuring Accurately"		McGraw-Hill Films
32.	"Me, Myself and I"	Series of four filmstrips	Eye Gate House Incorporated
33.	"A More Than Private Affair"	"Why Wait Until Marriage," Series	Singer Sewing Machine Company
34.	"A New Look At Budgeting"		Money Management Institute Household Finance Corporation
35.	"Organizing and Preparing Meals"		McGraw-Hill Films

36.	"Our Roles as Consumers"	" Consumer," Series	Institute of Life Insurance
37.	"The Price of Credit"		Changing Times Educational Services
38.	"Popularity and Friendship"	" Contemporary Courtesy," Series	Visual Aids Studios
39.	"The Psychological Importance of Clothing"		J. C. Penny Company
40.	"Responsible Sexual Attitudes"	" Being Responsible About Sex And Love," Series	Society for Visual Education
41.	"Responsible Sexual Behavior"	" Being Responsible About Sex And Love," Series	Society for Visual Education
42.	"Safety For Children"		McGraw-Hill Films
43.	"Safety In The Kitchen"		McGraw-Hill Films
44.	"Serving Meals Attractively"		McGraw-Hill Films
45.	"Sex: A Moral Dilema For Teenagers"		Guidance Associates
46.	"The Sexual Revolution"	" Why Wait Until Marriage," Series	Singer Sewing Machine Company
47.	"Small Wonders In The Kitchen"		Rubbermaid Incorporated
48.	"So You Want To Use Credit"		Changing Times Educational Services
49.	"So You Want Wheels"		Changing Times Educational Services
50.	"Storing Foods"		McGraw-Hill Films

51.	"Strictly Business"	"Grooming for Boys," Series	Society for Visual Education
52.	"A Style All Your Own"	"Why Wait Until Marriage," Series	Singer Sewing Machine Company
53.	"Table Manners"	"Manners For Young Moderns," Series	Visual Aids Studios
54.	"Textile Scene"		Celanese Fiber Marketing Company
55.	"Time To Attire"	"Grooming For Boys," Series	Society for Visual Education Incorporated
56.	"Toys and Activities"	"Play: A Learning Medium For Pre-school Children," Series	J. C. Penny Company
57.	"Understanding Cooking Terms"		McGraw-Hill Films
58.	"Unplanned Parenthood"	"Health and Social Problems," Series	Singer Sewing Machine Company
59.	"Values For Teenagers: The Choice Is Yours"		Guidance Associates
60.	"Vegetable Treasures"		Green Giant Company
61.	"Venereal Disease"	"Health and Social Problems," Series	Singer Sewing Machine Company
62.	"What About Other People"	"Me, Myself and I," Series	Eye Gate House Incorporated
63.	"What Can I Do About It"	"Me, Myself and I," Series	Eye Gate House Incorporated
64.	"Where Do You Go From Here"	"Me, Myself and I," Series	Eye Gate House Incorporated
65.	"Who Am I"	"Me, Myself and I," Series	Eye Gate House Incorporated
66.	"Why Do My Feelings Change"	"Me, Myself and I," Series	Eye Gate House Incorporated
67.	"Why Wait Until Marriage"	Series of four filmstrips	Singer Sewing Machine Company

68. "You and Your Community Bank"	Maybe sponsored by a bank in your area	The Now Corporation	
69. "Young Love"	" Dating Problems of Young Teens," Series	Singer Sewing Machine Company	
70. "Your Personality-The You Others Know"		Guidance Associates	

Kits		Publisher or Source	Cost
1. "The Art of Buying A Car"	One week teaching unit	Changing Times Educational Service	$8.00
2. "Consumer Finance"		National Consumer Finance Association	
3. "Consumer Law: Rights and Responsibilities"		Changing Times Educational Service	64.50
4. "Hair Care For Men"		The Mennen Company	
5. "How Your Bank Serves You" Includes the following: --35mm filmstrip --Recorded narration --12 transparencies --Instructor's guide --Student booklet, "How Your Bank Serves You" --Leaflet, "Guidelines for Presenting How Your Bank Serves You" --Student Practice Checkbook		The following Kentucky Group Banks: --Berea, People's Bank and Trust Company --Carlisle, First National Bank --Corbin, Corbin Deposit Bank and Trust Company --Danville, Bank of Danville --Georgetown, First National Bank and Trust Company --Lexington, Central Bank and Trust Company --Machester, First State Bank --Mt. Sterling, Trader's National Bank	Free loan

6. "Insurance"		Changing Times Educational Services	$64.50 (including 30 copies of 4 student booklets)
7. "Money Management"		Changing Times Educational Services	22.50
8. "Used Car Dealers--See How They Operate"		Changing Times Educational Services	10.00
9. "The Home: An Environment For Human Growth"		J. C. Penny Company	
10. "The High Cost of Driving And What To Do About It"		Changing Times Educational Services	

Periodicals		Publisher or Source	
1. Boys Life		Boy Scouts of America	
2. Co-Ed "Harvest Home," 9/72	Ruth Pintar	Co-Ed/Forecast	
3. Illinois Teacher	"The Credit Game" September-October 1971, pp. 11-16 "Jimmy Shops For His First Car" November-December 1971, pp. 92-97	Illinois Teacher	

Posters		Publisher or Source	
1. " A Guide To Good Eating"		National Dairy Council	

Slides		Publisher or Source		
1. "How Homes Can Meet Our Needs"	"The Home: An Environment For Human Growth," Kit	J. C. Penny Company		

Teaching Guides and Units	Author	Publisher or Source	Date	Cost
1. "Caring For Infants In Day Care Centers"	Joyce Cotton Threlkeld	Curriculum Development Center	1972	Free in Ky. $2.50 out of state
2. "Consumer Homemaking Foods and Nutrition Curriculum Guide"		Home Economics Education Unit	1974	Free in Ky.
3. "Face Up" Haircare for Men Kit	Ellen Jacobs	The Mennen Company		
4. "Family Living Curriculum Guide For Consumer Homemaking Education"	Martha Taylor, Rebecca Toadvine, and Joyce Threlkeld	Curriculum Development Center	1974	Free in Ky. $7.50 out of state
5. "Laundering"		Procter and Gamble		Free
6. "Let's Clean House"		Procter and Gamble		Free
7. "Let's Concentrate On You"		Procter and Gamble		Free
8. "Teaching Grooming To Teenage Girls and Boys"		Avon Products Incorporated		Free

Transparencies		Publisher or Source	
1. "Career Decisions: Finding, Getting, And Keeping A Job"		J. C. Penny Company	
2. "Care of Feet and Shoes"	(Ct 1500-6 N 6) Classtoons 1500 Series	Co-Ed/Forecast	
3. "Eggs"	(23 visuals)	Minnesota Mining and Manufacturing Company, Visual Products Division	
4. "Evaluating Advertising"		Minnesota Mining and Manufacturing Company, Visual Products Division	
5. "Fundamentals of Grooming"		Procter and Gamble	
6. "Growth and Development Patterns"		Minnesota Mining and Manufacturing Company, Visual Products Division	
7. "Importance and Selection of Children's Toys"		Minnesota Mining and Manufacturing Company, Visual Products Division	
8. "Interpreting A Recipe"	15-0874-6 (23 visuals)	Minnesota Mining and Manufacturing Company, Visual Products Division	
9. "Labels and Hangtags"	Textile Scene Kit	Celanese Fibers Marketing Division, Consumer Education Department	
10. "Let's Concentrate On You"		Procter and Gamble	

11. "Line and Shape" Parts I and II		Minnesota Mining and Manufacturing Company, Visual Products Division
12. "Safety For Children"		Minnesota Mining and Manufacturing Company, Visual Products Division

ADDRESSES OF PRINTERS AND PUBLISHERS

Allyn and Bacon, Inc.
Department 894
470 Atlantic Avenue
Boston, MA 02217

The American Bankers Association
90 Park Avenue
New York, NY 10016

American Institute of Men's and Boy's Wear, Inc.
1290 Avenue of the Americas
New York, NY 10019

American School
Drexel Avenue at 58th Street
Chicago, IL 60637

Armour-Dial, Inc.
14th Floor
221 North LaSalle Street
Chicago, IL 60601

Associated Credit Bureau
6767 Southwest Freeway
Houston, TX 77036

Association Films
5797 New Peachtree Road
Atlanta, GA 30340
or 512 Burlington Avenue
La Grange, IL 60525

Audio Visual Services
Scott Street Building
University of Kentucky
Lexington, KY 40506

Avon Products, Inc.
Avon Educational Services
30 Rockefeller Plaza
New York, NY 10020

Board of Governors
Federal Reserve System
Washington, DC 20551

Boy Scouts of America
North Brunswick, NJ 08902

Celanese Fiber Marketing Company
522 Fifth Avenue
New York, NY 10036

Changing Times Educational Service
Department CMK 759
1729 H. Street NW
Washington, DC 20006

Charles A. Bennett Company, Inc.
809 Detweiller Drive
Peoria, IL 61614

Co-Ed/ Forecast
904 Sylva Avenue
Englewood Cliffs, NJ 07632

Cooperative Extension
Michigan State University
East Lansing, MI 48823

Cuna International, Inc.
Box 431
Madison, WI 53701

Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, KY 40506

Dairy Council of Kentucky and Indiana
1152 Bardstown Road
Louisville, KY 40204

D. C. Heath and Company
2700 North Richardt Avenue
Indianapolis, IN 46219
or 1705 Commerce Drive
Atlanta, GA 30318

Department of Libraries
Box 537
Frankfort, KY 40601

Division of Vocational and
Technical Education
Special Programs Unit
Board of Vocational Education
and Rehabilitation
1035 Outer Park Drive
Springfield, IL 62706

Doubleday and Company
501 Franklin Avenue
Garden City, NJ 11531
or 277 Park Avenue
New York, NY 10017

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, NY 11435

Gerber Products Company
Fremont, MI 49412

Ginn and Company
191 Spring Street
Lexington, MA 02173
or 717 Miami Circle NE
Atlanta, GA 30324

Green Giant Company
Office Services Building
LeSuer, MN 56068

Guidance Associates
Pleasantville, NY 10570

Home Economics Education Unit
Capital Plaza Tower
Frankfort, KY 40601

Houghton Mifflin Company
110 Tremont Street
Boston, MA 02107
or 666 Miami Circle NE
Atlanta, GA 30324

Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

Illinois Teacher
342 Education Building
University of Illinois
Urbana, IL 71801

Institute of Life Insurance
277 Park Avenue
New York, NY 11205

Insurance Information Institute
110 William Street
New York, NY 10038

J. B. Lippincott and Company
East Washington Square
Philadelphia, PA 19105

J. C. Penney Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Kentucky Attorney General's Office
Capitol Building
Frankfort, KY 40601

Kentucky Department of Mental Health
Box 718
Frankfort, KY 40601

Kentucky State Department of Health
275 East Main Street
Frankfort, KY 40601

McGraw Hill Book Company
Gregg or Webster Division
Manchester Road
Manchester, MO 63011

McGraw Hill Films
330 West 42nd Street
New York, NY 10036

McKnight & McKnight Publishing
Company
U.S. Route 66 at Towanda Avenue
Bloomington, IL 61701

The Mennen Company
299 Madison Avenue
New York, NY 10017

Metropolitan Life Insurance Company
1 Madison Avenue
New York, NY 10010

Milady Publishing Company
3839 White Plains Road
Bronx, NY 10467

Minnesota Mining and Manufacturing Company
Box 3310 A
St. Paul, MN 44101
or 365 Southland Drive
Lexington, KY 40503

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, IL 60601

National Canners Association
Home Economics--Consumer Series
1133 20th Street NW
Washington, DC 20036

National Consumer Finance Association
1000 Sixteenth Street NW
Washington, DC 20036

National Dairy Council
111 North Canal Street
Chicago, IL 60606
or 145 Burt Road
Lexington, KY 40503
or 3344 Newburg Road
Louisville, KY 40218
or 320 NW 7th Street
Evansville, IN 47708
or Kallerjohn Building
1401 Broadway
Paducah, KY 42001

National Safety Council
School and College Department
Chicago, IL 60611

New York Life Insurance Company
51 Madison Avenue
New York, NY 10010
or Local Agent

The NOW Corporation
Two Dry Ridge Place
P.O. Box 366
St. Albans, WV 25177

Parent Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017

Poultry and Egg National Board
Chicago, IL 60601

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Proctor and Gamble
Educational Services
P.O. Box 599
Cincinnati, OH 45201

Ross Laboratories
Columbus, OH 43216

Rubbermaid, Inc.
Wooster, OH 44691

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Simplicity Pattern Company
Educational Division
200 Madison Avenue
New York, NY 10016

Singer Sewing Machine Company
Thirty Rockefeller Plaza
New York, NY 10020

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

South Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
or 355 Conde Street
West Chicago, IL 60185

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Department of Health, Education and Welfare
U.S. Printing Office
Washington, DC 20402

Van Heusen Company
Home Economics Service Bureau
417 Fifth Avenue
New York, NY 10016

Visual Aids Studio
1909 Avenue Q
Huntsville, TX 77340

Visual Educational Consultants, Inc.
2066 Helena Street
Madison, WI 53704

John Wiley and Sons, Inc.
605 3rd Avenue
New York, NY 10016